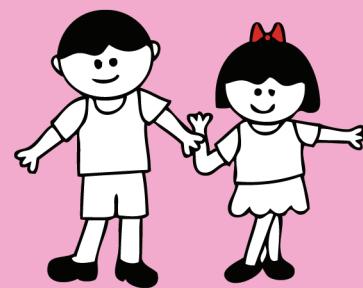


# SELF ASSESSMENT EVALUATION FORMS

## QUALITY INDICATORS

### CHILD FRIENDLY BARAABARU SCHOOLS

### MALDIVES



INCLUSIVITY  
LEARNER CENTERED TEACHING & LEARNING  
HEALTH & SAFETY  
FAMILY & COMMUNITY PARTNERSHIP  
LEADERSHIP & MANAGEMENT

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# INTRODUCTION

## SAMPLE SURVEY FORMS FOR SCHOOL SELF ASSESSMENT

### WHY THEY ARE USED?

Evaluation tools are used to determine if input is achieved or are able to meet the targets and also as a means of assisting in planning and follow up actions or activities. In this regard the following tools have been designed to be used to determine whether the objectives of the school have been met or at least any progress has been made. Ideally lessons also can be learned on how the progress was made and what still needs to be done. The most common ways of assessing or evaluating an activity or program is through checklists, rubrics, surveys, observations, interviews etc.

The primary aim of using these tools in this document is to review and draw attention to the quality of education provided to the students in a child friendly environment.

### WHO IS IT FOR?

This is **YOUR** tool for your continuous improvement. These tools can also be used by external evaluators or those working within it. External evaluators are the people who are doing the monitoring and evaluation at the province level or the personnel from the Educational Supervision and Quality Improvement Division which has the mandate for monitoring and evaluation of the schools in the Maldives. Educational Development Center, Center for Continuing Education, Faculty of Education and any other professional body of the Ministry of Education can be part of the external evaluation team.

Internal evaluators are the people who are directly involved in developing a Child friendly programme in the school, namely: students, parents, teachers, school heads, School board members, parent teacher associations.

There are 15 sample survey forms developed based on the 5 dimensions which specifically evaluate some of the indicators. A Sample School Performance Data form is also developed for the evaluators to collect data on the performance of the previous year and the performance of this year's evaluation and set a target or identify the areas which need to be progressed. After the completion of the performance data the ratings of the indicators should be identified and recorded in the rating sheet according to the collected data. Identify the needed areas for in-service or training and develop a school improvement plan.

The school improvement team will decide whether **additional tools** need to be prepared for certain dimensions/standards to complement the Standards and Indicator list and will prepare it themselves. All the evaluation forms included in this document are samples which the schools can use or develop on their own according to the need of the school.

# SAMPLE SURVEY FORMS FOR SCHOOL SELF ASSESSMENT

## Rating keys for the survey forms

**1= Poor or None.** The indicator is seldom or never found in the classroom or the school. It is not a day to day norm nor is it an impression that people would take away from a visit to the school( Not at all)

**2= Fair.** This indicator is found in some classes, and sometimes in the school. It is not regular or frequent most classes do not demonstrate this. It is the exception not the norm. ( sometimes) A visitor would be unlikely to get this impression of the school.

**3= Good.** The indicator is found in most classes and most times throughout the school. This is the norm in the school not the exception( most of the time)

**4= Excellent.** This indicator is found in all classes and throughout the school at all times. Any visitor to the school will recognize this quality ( Always)

ATTENTION: It should be noted that the natural temptation of respondents to award a middle ranking is avoided by the use of an even number of rankings. For example, in a 1-5 ranking system, 3 tends to be used as a neutral ranking; thus, four level of ratings forces the respondents to rate the item either more negatively (1-2) or more positively (3-4).

Sample School Performance Data

Name of the school:-

Date:-

Performance Indicators	Measure	School performance previous year	School performance this year	School Goal
<b>Teacher attendance</b>	Average daily teacher attendance			
<b>Learner attendance</b>	Average daily attendance: % of learners enrolled who are in school each day			
<b>Learner drop-out rate</b>	% of enrolled learners who dropout	Grade 6 Grade 7 Grade 8 Grade 9 Grade 10		
<b>Promoted to middle school</b>	% of learners who are promoted to grade 6			
<b>Continue to secondary</b>	% of grade 7 who are promoted			
<b>Learner Achievement</b>	% of learners with at least a “C” pass in 4 compulsory and 3 other subjects	Grade 1	Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7	Grade 9 Grade 10
<b>Learner Achievement</b>	% of learners with at least a “C” pass in 4 compulsory and 3 stream subjects	Grade 8		

## School Self Assessment Sample Survey Forms

**Annex: 1 Student's perception about the school**  
 This tool is mainly developed to be used by students on their own to review their learning

#	Questions	Rating scale
1	My teacher gives opportunity to express our opinion.	
2	My teacher asks me to make decisions.	
3	My teacher encourages me to solve problems in a creative way.	
4	My teacher encourage me to solve problems by cooperating with other students	
5	The principal, staff and teachers are friendly and smiling	
6	My teachers encourage me to ask questions	
7	I get the opportunity to work with other students on projects/assignments	
8	I feel that some choice is given in what we are learning (for instance, which story to read, what type of assignment to complete, what topic to investigate)	
9	I feel that we get equal opportunity in the class in responding and asking questions whether I am a boy/girl	
10	I feel that we can talk to the teacher if we have any problems	
11	I think the school is a safe place for all students	
12	There is someone with whom I can share my feelings or personal problems in the school and will help me	
	<b>Total (sum of each column, then add points in the TOTAL column)</b>	

Summary Score :- students' perception ( divide total by 12)  
 Write score in summary sheet

Discussion of student perception

What are the aspects of the school we are most proud of?	What are the aspects of the school that we most need to work on?

**Actions to be taken**  
**What are the three things we can do this year to improve teaching and learning?**

Principal	Teachers	Parents	Learners

Annex: 2 Family and Community Partnership Sample Survey Form

This tool is mainly developed to be used by parents and families to review the participation of parents in the school.

#	Parent participation	Rating scale
		1    2    3    4
1	The school has a schedule for parent activities.	X
2	The school has a variety of activities to involve parents( parent teacher, school activities, school board, PTA, school community activities	X
3	The community values and appreciates the school	X
4	The principal has means of communication with parents	X
5	The teachers have means of communication with parents	
6	Communicating about learner problems to parents are systematic	X
7	The principal encourages an atmosphere that welcomes parent visits	X
8	Teachers welcome and encourage parents and family involvement.	
9	The school has regularly scheduled parent-teacher consultation	X
	Total (sum of each column, then add points in the TOTAL column)	2    12    12
	Summary score:- parent participation (Divide Total by 9)	26/19
	Write score summary sheet	=218

## Discussion of parent involvement

**What are the aspects of parent participation that we most need to work on?**

**Actions to be taken**  
**What are the three things we can do this year that will improve parent participation?**

## Annex: 2 Family and Community Partnership Sample Survey Form

This tool is mainly developed to be used by parents and families to review the participation of parents in the school.

#	Rating scale				
		1	2	3	4
	Parent participation				
1	The school has a schedule for parent activities.				
2	The school has a variety of activities to involve parents( parent teacher, school activities, school board, PTA, school community activities				
3	The community values and appreciates the school				
4	The principal has means of communication with parents				
5	The teachers have means of communication with parents				
6	Communicating about learner problems to parents are systematic				
7	The principal encourages an atmosphere that welcomes parent visits				
8	Teachers welcome and encourage parent s and family involvement.				
9	The school has regularly scheduled parent-teacher consultation				
	Total (sum of each column, then add points in the TOTAL column)				
	Summary score:- parent participation ( Divide Total by 9)				
	Write score summary sheet				
	Discussion of parent involvement				
	<b>What are the aspects of parent participation that we are most proud of?</b>	<b>What are the aspects of parent participation that we most need to work on?</b>			
Principal	Teachers	Parents	Learners		

### Actions to be taken

**What are the three things we can do this year that will improve community participation?**

Principal	Teachers	Parents	Learners

## Annex: 2.1 Family and Community Partnership Sample Survey Form

#	Community Involvement	Rating scale			
		1	2	3	4
1	Parents are active members of the school development committee				
2	Parents/community help out in the school (cleaning, special events, maintenance)				
3	Parents/community help out in the classroom (general support, recess, other)				
4	Parents/community help teach in the classrooms when asked.				
5	Parents encourage their children to do well in school				
6	Parents make sure that their own children attend each day				
7	Parents monitor attendance, volunteers visit homes of absent learners				
8	More than 20% of parents are involved in the school in some way.				
	Total (sum of each column, then add points in the TOTAL column)				

**Summary score:- Community involvement ( Divide Total by 8)**

**Write score in summary sheet**

### Discussion of community involvement

<b>What are the aspects of community involvement that we are most proud of?</b>	<b>What are the aspects of community involvement that we most need to work on?</b>

### Actions to be taken

**What are the three things we can do this year that will improve community involvement?**

Principal	Teachers	Parents	Learners

### **Annex: 3 Learner Centered Teaching and Learning Sample Survey Form**

This tool is mainly developed to be used by parents, teachers, PTA, school board and other stakeholders to review the teaching and learning practised.

#	Curriculum, lesson planning, teaching and learning resources (classroom management practises)	Rating scale
1	All teachers know and understand the syllabus and basic competencies and goals for the grade	
2	All teachers have easy daily access to the syllabus and materials.	
3	All teachers use the basic competencies to prepare lesson plans.	
4	Every teacher has a prepared lesson plan.	
5	All teachers have good mastery over the subject matter that they teach.	
6	Teachers adapt the curriculum to learner needs.	
7	Classes start on time, and move quickly to instructional activities.	
8	The classroom has displays of learner achievement and instructional materials.	
9	All teachers develop their own materials for the class.	
10	All teachers help learners to prepare materials for class.	
	<b>Total (sum of each column, then add points in the TOTAL column)</b>	
	<b>Summary Score – Classroom Management Practices (divide total by 10)</b>	

#### **Discussion of parent involvement**

<b>What are the aspects of classroom management Practises that we are most proud of?</b>	<b>What are the aspects of classroom management Practises that we most need to work on?</b>

#### **Actions to be taken**

<b>What are the three things we can do this year that will improve classroom management Practises ?</b>	<b>Learners</b>

## Annex: 3.1 Learner Centered Teaching and Learning Sample Survey Form

#	Personal qualifications and skills (teacher attitude and motivation)	Rating scale	1	2	3	4
1	Teachers have confidence in their abilities and knowledge.					
2	Teachers are committed to their profession.					
3	Teachers show respect for learners at all times.					
4	Learners believe that teachers care about them personally.					
5	Teachers recognize and reward good achievement in obvious ways.					
6	Teachers are dedicated to the school.					
7	Teachers set and model high standards of work and behavior .					
8	Teacher absenteeism is low.					
9	The teacher knows the learners names and interests.					
10	Teachers regularly start classes on time.					
	<b>Total (sum of each column, then add points in the TOTAL column)</b>					

**Summary Score – personal qualifications and skills (divide total by 10)**

**Write score in summary sheet**

### Discussion of personal qualification and skills

<b>What are the aspects of teacher attitude that we are most proud of?</b>	<b>What are the aspects of teacher attitude that we most need to work on?</b>

**Actions to be taken**  
**What are the three things we can do this year that will improve personal qualification and skills of all staff?**

Principal	Teachers	Parents	Learners

Annex: 3.2 Learner Centered Teaching and Learning Sample Survey Form

#	Teaching and Learning Strategies (Learner Centered Learning)	Rating scale
		1    2    3    4
1	Teachers are confident in their ability and understanding of Learner Centered Learning	
2	Teachers use a variety of teaching techniques	
3	Teachers effectively use group work	
4	Teachers effectively use pair work	
5	Teachers effectively use individual assignments	
6	Teachers use a variety of questioning techniques	
7	Teachers use mixed ability grouping (learners help learners)	
8	Learners are actively engaged in classroom activities	
9	Learners easily and often move into groups or pairs.	
10	Teachers use games and role-play for learning	
11	Learners are actively engaged most of the time in class,	
12	Learners talk and act more than listen in the classes.	
13	Learners learn by doing.	
14	Learners have responsibilities for cleaning and organization of the class.	
15	Learners check each others work.	
16	Lessons are based on learners existing knowledge and experience.	
17	Teachers give frequent feedback to learners.	
18	Learners initiate questions often.	
19	Homework is regularly checked and returned.	
20	Learners books are marked with constructive feedback	
	<b>Total (sum of each column, then add points in the TOTAL column)</b>	

## Discussion of learner centered learning

**What are the aspects of learning that we are most proud of?**

**What are the aspects of learning that we most need to work on?**

**Actions to be taken**  
**What are the three things we can do this year that will improve learner centered learning?**

### Annex 3.3 : Learner Centered Teaching and Learning Sample Survey Forms

#	Learner Centered Assessment	Rating scale			
		1	2	3	4
1	Teachers are confident in ability to implement Continuous Assessment				
2	Teachers assess learners in the learning objectives				
3	Teachers include assessment activity in each lesson plan				
4	Teachers can accurately describe the class achievement for selected basic competencies at any time.				
5	Teachers can accurately describe the ability of each learner in the class for selected basic competencies.				
6	Teachers regularly and immediately give feedback to learners on achievements and responses.				
7	Teachers use assessments to adapt teaching plans.				
8	Teachers keep timely and accurate records of informal and structured assessments for each learner.				
9	Teachers use a variety of assessment strategies.				
10	Teachers monitor learners/groups progress.				
	<b>Total (sum of each column, then add points in the TOTAL column)</b>				

**Summary Score – Learner centered assessment (divide total by 10)**

#### Write score in summary sheet

Discussion of learner centered assessment

<b>What are the aspects of learner centered assessment that we are most proud of?</b>	<b>What are the aspects of learner centered assessment that we most need to work on?</b>

**Action to be taken**  
**What are the three things we can do this year that will improve learner centered assessment?**

Principal	Teachers	Parents	Learners

### Annex: 3.4 Sample Teacher Self Evaluation Guide

This tool is mainly developed to be used by the teachers, leading teachers and principals on their own to review their teaching and learning.

#	To evaluate yourself as a teacher, indicate the frequency with which you meet the listed positive traits of the successful teacher of your students	Never	Seldom	Some of the time	Most of the time
1	Do I have genuine affection for all the children in my class?				
2	Do I respect the rights of children?				
3	Do I respect the feelings of the children when they do not agree with me?				
4	Am I sincere when I praise the children?				
5	Do I read current professional literature to stay informed of new developments in my field?				
6	Do I plan for daily, weekly and yearly learning experiences?				
7	Am I willing to adapt my teaching plans to accommodate unexpected learning opportunities?				
8	Am I self motivated to improve my teaching performances?				
9	Do I plan to have opportunity to have one-to one contact with each child?				
10	Do I feel confident in my relationship with students and parents?				

### **Annex: 3.5 Teaching and Learning Self Evaluation Guide**

This tool is mainly developed for the teachers, to review their lessons conducted in the classroom.

#		Yes	No
1	Were all of the behavioral objectives accomplished?		
2	Was the experience appropriate for the children?		
3	Did you successfully motivate the children?		
4	Did you keep their interest?		
5	Did they respond or contribute verbally?		
6	Did the experience lead them to be interested in additional areas of learning?		
7	Was the activity appropriately timed to capture the children's interest?		
8	Did you use materials creatively and effectively?		
9	Would you use this activity again? Explain		
10	Were the teaching materials ready and available for use at the appropriate time? • What follow-up activities would you suggest if other related experiences are needed to reinforce a particular concept? • Who participated in the experience? Which students did not? • Summarize the experience:		

## Annex: 3.6 Peer Observation Guide

This tool is mainly developed for the teachers, and their peers to review their teaching and learning in the classroom

#	<b>Personal and professional Qualities</b>	Rating Scale			
		1	2	3	4
1	Demonstrate professional behavior, including appropriate dress and grooming				
2	Uses a pleasant, effective teaching voice				
3	Is balanced and controls emotions				
4	Cooperates with others				
5	Is open to constructive criticism				
6	Continues to study professionally				
Teaching competencies					
1	Plans experiences appropriate to developmental level of the group				
2	Plans experiences based on overall goals, program objectives and identified concepts				
3	Uses a variety of teaching methods				
4	Reinforces guidance positively				
5	Relates to each child individually each day				
6	Evaluates systematically				

## Annex: 4 Leadership and Management Sample Survey Form

This tool is mainly developed for the teachers, parents, students, PTA, school, board and other stakeholders to review the leadership and management in the school.

#	Planning (school management practices)	Yes	No
1	The school has a written mission and vision statement.		
2	The mission and vision statement is shared and understood by learners, parents, teachers, and principal and community members.		
3	The school has a clear line of communication system developed.		
4	School board is involved in conducting needs assessments to develop the action plan.		
5	School Improvement plan is developed and communicated to all stakeholders		
6	Principal, teachers and school board explain the school goals to parents and learners		
7	The principal regularly visits the classroom to give direct feedback to teachers regarding student learning and the teachers identified PD goals		
8	A plan is in place for regular supportive supervision.		

### Summary Score

### Write score in summary sheet

### Discussion of planning (school management practices)

**What are the aspects of school management practices that we are most proud of?**

**What are the aspects of school management practices that we most need to work on?**

### Action to be taken

**What are the three things we can do this year that will improve school management practices?**

Principal	Teachers	Parents	Learners

**Annex: 4.1 Leadership and Management Sample Survey Form**

#	Teacher professional development	Rating scale
		1      2      3      4
1	Teachers participate in minimum 15 hours of professional development of training three times a year	
2	The teacher actively identifies pedagogical/ methodological issues and seeks support from their colleagues.	
3	The teachers are qualified, or are upgrading/pursuing qualifications	
4	The teachers informally share ideas and support each other	
5	The school has a schedule for coordination meetings	
6	Self review is done and necessary changes brought	
7	The principal actively identifies pedagogical issues and seeks support from his/her colleagues.	
	Total (sum of each column, then add points in the TOTAL column)	

**Summary Score – teacher professional development (divide total by 7)**

**Write score in summary sheet**

**Discussion of teacher professional development**

**What are the aspects of professional development that we are most proud of?**

**What are the aspects of professional development that we most need to work on?**

**Action to be taken**  
**What are the three things we can do this year that will improve professional development in the school?**

Principal	Teachers	Parents	Learners

## Annex: 4.2 Leadership and Management Sample Survey Form

#	Community collaboration	Yes	No
1	The school has a completed School Improvement Plan developed with active participation of teachers, parents, principal, and learners		
2	The school and all stakeholders are actively implementing the SIP plan		
3	The school board regularly monitors implementation progress		
4	The school board reviews and updates the SIP each year		
5	The school board/management has a good understanding of how to improve school activities		
6	The SIP action plan is focused on actions that will improve the quality of education		
7	The SIP helps everyone in the school to focus on what they are doing to improve school teaching and learning		
8	The SIP helps to gain more active support and commitment from the community		
	Total (sum of each column, then add points in the TOTAL column)		

### **Write score in summary sheet**

#### **Discussion of community collaboration**

**What are the aspects of school planning that we are most proud of?**

What are the aspects of school planning that we are most proud of?		What are the aspects of school planning that we most need to work on?

#### **Action to be taken**

**What are the three things we can do this year that will improve community collaboration in the school?**

Principal	Teachers	Parents	Learners

## Annex 5: Infra Structure and Finance Management Observation Guide

This tool is developed for school board, PTA, parents and teachers for monitoring the infrastructure and finance management of the school. The observation guide helps to assess the status of the following indicators:

Budget Planning	Comments (observations, perceptions, suggestions)
Budget is planned in align with government policy	
The extent of educational aspects in formulating the budget	
The expertise offered in formulating the budget.	
The academic staff is involved in planning the budget	
Budget Section	Comments (observations, perceptions, suggestions)
The budget and finance is managed by the finance administrator	
Experts are employed to work in this section	
The staff employed have adequate training to handle the budget /finance	
There are written policies practiced in spending the budget in the school	
The budgetary tasks are assigned to members of staff who are able to assume full responsibility	
Budget Expenditure	Comments (observations, perceptions, suggestions)
The budget is distributed according to priority needs	
There are written policies on how to spend the budget	
There are written guidelines or policies on how to purchase the stock for the school	
There is a request form to purchase the stock which is needed	
Prior to making purchasing order it is checked whether there is balance	
Responsibilities are assigned properly on purchases, items received and expenditures	
There is a designated person responsible for authorizing payment voucher	
Prior to spending it is ensured that bills and other relevant documents are used according to the policies laid down by the concerned authorities of the government	
Methods are employed to prevent payments that may be made more than once on the same bill	
Methods are employed to check that he amounts entered on the bills are correct	
Arrangements are made to check the budget balance at any given time	
Arrangements are made to check the item balance at any given time	
Administrative section	Comments (observations, perceptions, suggestions)
Job description is signed and provided to all staff	
Administrative work is organized and all staff are given responsibilities	
Academic section is given assistance from the administrative section	
All the required facilities are provided for the needs of the staff	
All staff are trained in doing their jobs	
All staff has the individual staff profile	
All staff are aware of their responsibilities	

### **Personal Files of members of staff**

	<b>Comments (observations, perceptions, suggestions)</b>
All members of staff have their job descriptions issued to them and this description include information on the salary payable	Individual personal files are prepared and kept for each member of staff
All the necessary particulars are in the notice of job information of the newly recruited personnel and of employees whose services are terminated entered suitably in the staff attendance register	All members of staff have their job descriptions issued to them and this description include information on the salary payable
There is a particular member of staff who is accountable for maintaining the attendance register	All the necessary particulars are in the notice of job information of the newly recruited personnel and of employees whose services are terminated entered suitably in the staff attendance register
Records on annual leave and sick leave maintained regularly?	
	<b>Comments (observations, perceptions, suggestions)</b>
The inventory been drawn up as per guidelines approved by the government	
All the items that need to be entered in the inventory listed	
The inventory is checked annually to ensure the items listed on the inventory exist	
The stock is been drawn up as per guidelines approved by the government	
The stock balance is kept updated	
The items in the stock are stored securely	

### **Comments:-**

### **Action to be taken:-**

## Annex: 6 School Observation Guide

This tool is developed mainly for parents/students/teachers/school staff monitoring of the child-friendliness of the school. The participants will observe the school premises, the facilities and materials provided, the information publicly displayed, the interactions between school staff and students and amongst students.

		<b>A - Publicly displayed information</b>		<b>Comments (observations, perceptions, suggestions)</b>	
1	Is the inclusive education policy posted in a public space in the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No	
2	Are the emergency exits plan marked and posted in each class room, all corridors, halls & staff areas?	<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No	
3	Does the school have places where information is provided to families? (i.e. public notice board, website, email notifications)	<input type="checkbox"/> Yes, in 3 places <input type="checkbox"/> Yes, in 1 or 2 places <input type="checkbox"/> No		<input type="checkbox"/> Yes, in 3 places <input type="checkbox"/> Yes, in 1 or 2 places <input type="checkbox"/> No	
4	Is this information updated daily?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	Is all work of the school board and committees posted in a public space?	<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> No	
6	Does the school has the mission and vision statement posted in a public area of the school building?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<b>B- Interactions</b>		<b>Comments (observations, perceptions, suggestions)</b>	
1	Did you observe children with disabilities participating in curricular and co-curricular activities?	<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No	
2	Do the principal, staff and teachers smile and demonstrate an enjoyment of children?	<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> In most cases <input type="checkbox"/> To a minor extent <input type="checkbox"/> No	
		<b>C- Facilities and materials</b>		<b>Comments (observations, perceptions, suggestions)</b>	
1	Is the school infrastructure safe and secure?	<input type="checkbox"/> Yes <input type="checkbox"/> To a large extent <input type="checkbox"/> To a minor extent <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> To a large extent <input type="checkbox"/> To a minor extent <input type="checkbox"/> No	
2	Does outdoor space provides shelter from sun? (shaded areas)	<input type="checkbox"/> Yes <input type="checkbox"/> To a large extent <input type="checkbox"/> To a minor extent <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> To a large extent <input type="checkbox"/> To a minor extent <input type="checkbox"/> No	
3	Is some age appropriate outdoor play equipment available?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	Are there any study areas / open corners inside the school premises?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	

5	Does the school have indoor and/or outdoor space for physical activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	Does the school have some materials/equipment for physical activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Are the students engaged in physical activities daily?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	Does the school have 1 tap per 50 student of clean drinking water?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	Does the school have separate toilet facilities and hand washing facilities (1 for 50 people)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10	Does the female toilet has 1 rubbish bin with lid/toilet in good condition and is disposed on a daily basis?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Does the school have at least one toilet which meets handicap accessibility standards?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12	Does the school have a sanitary kitchen or canteen where nutritious food is prepared and/or served free of food-borne illnesses?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13	Does the school have a place to attend for the sick?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Comments:-**

**Action to be taken:-**

## **Rating Sheet**

### **Brief Instructions:**

Read detailed instructions for the use of CFS Standards and indicators.

Complete observation of classrooms, review relevant documents, indoor/outdoor common areas, and interview representatives of the school community (child, parent, teacher, administrator, community member, and school board member) to gain detailed information about the school.

Use the detailed document with criteria for each standard and note evidence provided for each.

On this form tick the rating based on collected data. For emerging, all of the criteria for that category must be evident to select that rating. If not, write "not yet" to the left of "emerging". For higher ratings, all of the criteria in the previous ratings must be met, in addition to all of the criteria for that rating. When in doubt, choose the lower rating, allowing motivation for improvement. Discuss results and plans for improvement with the School improvement Committee.

## DIMENSION 1: Inclusivity

Standard 1.1 Policy on Inclusivity	Emerging	Progressing	Achieving	Achieved
School has a policy on inclusivity to ensure that all children are sought out, enrolled and placed in a learning environment that best meets the specific needs of male and female members of the school community without bias or discrimination.				
Standard 1.2 Annual Enrollment and Projection	Emerging	Progressing	Achieving	Achieved
Annual enrollment and projection reporting includes current year census data, educational and health information from each household.				

Standard 1.3 Inclusion Plan	Emerging	Progressing	Achieving	Achieved
Students with special needs experience a meaningful plan of inclusion with an annual Individual Education Plan (IEP), trained specialists and adaptive learning equipment and materials.				

Standard 1.4 Children At Risk	Emerging	Progressing	Achieving	Achieved
Children who leave school before completion of the final year (Grade 10 or 12) are sought out for re-enrollment in a setting appropriate to their learning needs.				

Standard 1.5 Leadership and Mentorship	Emerging	Progressing	Achieving	Achieved
All students, regardless of ability and/or background (nationality, SES) are included in student leadership and mentorship.				

## DIMENSION 2: Learner Centered Teaching and Learning

Standard 2.1 Curriculum/Syllabus	Emerging	Progressing	Achieving	Achieved
Curriculum/syllabus and/or framework is learner centered and differentiated based on students' ability, interests, backgrounds, local culture, tradition, Islamic values, locally relevant livelihoods and life skills.				
Standard 2.2 Lesson Planning	Emerging	Progressing	Achieving	Achieved
Planning and preparation of lessons stems from the belief that leaner centered learning is important and appropriate to support the school mission and vision				
Standard 2.3 Teaching and Learning Strategies	Emerging	Progressing	Achieving	Achieved
Varied teaching and learning strategies are experienced by students to enhance active participation and improve achievement for both boys and girls according to their interests and abilities.				

Standard 2.4 Teaching and Learning Resources	Emerging	Progressing	Achieving	Achieved
Teaching and learning resources are provided which promote intellectual, social and physical learning needs of all students.				

Standard 2.5 Learning Environment	Emerging	Progressing	Achieving	Achieved
The school provides a friendly, stimulating, and safe environment that promotes social, physical, and intellectual learning needs of all students.				

Standard 2.6 Learner Centered Assessment	Emerging	Progressing	Achieving	Achieved
Learner centered assessment practices and procedures improve teaching and learning and enhance student performance				

Standard 2.7 Co-curricular/ Curricular/ Career and Vocational Guidance	Emerging	Progressing	Achieving	Achieved
Co-curricular, curricular and career/vocational guidance are aligned with the school mission and vision, are child friendly, and prepare students as responsible citizens.				

### DIMENSION 3: Health and Safety

Standard 3.1 Health Personnel and Facilities	Emerging	Progressing	Achieving	Achieved
The school has qualified health personnel, a School Health Team (SHT) and essential facilities to provide health services, promote school health, formulate and implement policies (as per MoH and MoE policies and guidelines) to improve and support health and well-being of all students and staff.				
Standard 3.2 School Health Policies	Emerging	Progressing	Achieving	Achieved
School health policy(s) is/are comprehensive document(s) written to engage the school community in the most important and current issues affecting student health and safety.				
Standard 3.3 Health and Nutrition Services	Emerging	Progressing	Achieving	Achieved
School health personnel, together with health partners (government/NGO) provide a range of health related services to all students and teachers to enhance student learning and achievement.				

Standard 3.4 Health Education	Emerging	Progressing	Achieving	Achieved
The school provides health education that helps the students and school community to acquire the knowledge, attitude, values and skills needed to practice healthy behavior and lifestyle.				

Standard 3.5 Healthy Physical Environment	Emerging	Progressing	Achieving	Achieved
The school proactively ensures the safety of all members of the school community by providing a safe, hygienic, pleasant and stimulating environment and uphold practices that support a sustainable and energy efficient environment				

Standard 3.6 Healthy social environment	Emerging	Progressing	Achieving	Achieved
The social environment of the school is an environment of care, trust and friendliness which fosters good relationship among and between staff , students and the community and which encourages student attendance and involvement in school.				

Standard 3.7 Fitness and Activities	Emerging	Progressing	Achieving	Achieved
The school has a regular program of sports, recreation and physical fitness activities with active involvement of all school community members.				

## DIMENSION 4: School, Family and Community Partnerships

Standard 4.1 Family Participation	Emerging	Progressing	Achieving	Achieved
School acknowledges the importance of family and provides an open and welcoming atmosphere for their involvement.				

Standard 4.2 Communication	Emerging	Progressing	Achieving	Achieved
Communication between school, community and family is consistent, relevant, and transparent.				

Standard 4.3 Parental Role	Emerging	Progressing	Achieving	Achieved
School advocates parents to play an integral role in assisting student learning as well as their growth and development.				

Standard 4.4 Community Involvement	Emerging	Progressing	Achieving	Achieved
School and community work together to design, implement, monitor and assess youth development programs in the community.				

Standard 4.5 Community Resources	Emerging	Progressing	Achieving	Achieved
School makes use of community resources to improve education and development of students				

## DIMENSION5: Leadership and Management

Standard 5.1 Planning	Emerging	Progressing	Achieving	Achieved
Planning and school improvement is a continuous process and guided by all stakeholders according to the vision and mission of the school				
Standard 5.2 Professional Development	Emerging	Progressing	Achieving	Achieved
Principal and leading teachers provide and facilitate instructional leadership to support quality teaching and learning.				
Standard 5.3 Personnel Qualifications and Skills	Emerging	Progressing	Achieving	Achieved
Staff qualifications and leadership skills are acknowledged, verified and utilized by the principal to enhance the collective expertise for the quality and improvement of the school.				

Standard 5.4 Human Resource Management	Emerging	Progressing	Achieving	Achieved
The principal leads, manages, and utilizes all human resources for the sustainable development and quality of the school.				

Standard 5.5 Infrastructure and Finance Management	Emerging	Progressing	Achieving	Achieved
Principal as a leader manages the finance and school infrastructure according to government rules and regulations.				

Standard 5.6 Leadership and Community	Emerging	Progressing	Achieving	Achieved
The principal is an ambassador of the school to the community.				

Standard 5.7	Community Collaboration	Emerging	Progressing	Achieving	Achieved
	The School Board and the Parent Teacher Association (P.T. A ) work collaboratively with the school principal and other members of the school community to support student learning and development.				

Standard 5.8	Student Leadership	Emerging	Progressing	Achieving	Achieved
	School principal ensures fair participation of all students in the decision making processes.				

## School Improvement Plan

Before developing a School Improvement Plan ( SIP), identify from the rating scale and the scores, where you are (Emerging, Progressing, Achieving , Achieved). From where you are develop a target on what you want to achieve, where do you want to go, how can you go there? What resources or training you will need for your staff and students, when it will be done and who will be responsible to do it.

### Sample of a School Improvement Plan

Dimension/ Standard/ indicator	Current status	Objective	Performance outcome	Target audi- ence	Action Plan / strategies	Duration	Person responsible
D.2/standard 2.3	No varia- tion or no teaching and learning strategies identified	Create and maintain a nurturing environment where all students benefit from a variety of learning ap- proaches	By the end of 2010 all teachers will use a variety of teaching methods for primary students.  In 2011 all teachers will use a variety of teaching methods for secondary students	All primary and second- ary teachers	Long term training on using varied methods of teaching for all primary teachers  Short term training for all primary teachers on using varied methods	24th January to 28th Janu- ary 2010  1st to 11th February 2010	Leading teachers. Teacher A, B, and C (Primary)

Note:-

This is only an EXAMPLE; the schools can use or develop their own school improvement plan according to the need of the school.



Ministry of Education  
Republic of Maldives



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