

International Education School Evaluation Domains and Standards

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Introduction

At Cambridge, we define effective schools as those that successfully progress the learning of all of their students, regardless of background, beyond their normal, expected developmental rate of growth. Schools which seem to improve and become more effective have an unrelenting focus on student growth.

While there is no single key determinant of an effective school, research tells us that there are a number of things that schools can do to become better and maximise the chances of success for every child.

These actions emerge from what are called the correlates, or indicators, of effective schools and research confirms that the interrelated indicators of success include: high academic standards and expectations; a school climate which focuses on achievement; instructional leadership; high performing teachers; students with a strong self-efficacy and confidence as learners; parents with high aspirations and expectations; learning resources that are fit-for-purpose; and excellent school governance which includes sound financial management.

The Cambridge International Evaluation Domains and Standards are based on these research-informed indicators of effective schools and have been designed to help school leadership answer two critical questions:

1. What do effective schools look like?
2. How do we compare to them?

The following domains and standards help articulate the first, whilst our self-evaluation tools and consultancy services help address the second.

Using these standards as a basis for comparison represents an opportunity for schools to engage with their three main stakeholders – students, teachers and parents – and collect data that will help them reflect on their performance, design improvement strategies and track progress over time.

The focus for school improvement is, therefore, unambiguously a student learning culture and everything that contributes to that culture, such as leadership, teacher quality, governance and parental support and involvement.

We hope these domains and standards support you in your school improvement endeavours.

Claire Varlet-Baker, Product and Services Director



Click on a domain to go to the standards for that domain.

Visit www.cambridgeinternational.org/school-improvement for more information on how to improve your school.

Domain 1

The School's Mission and Educational Values

- Standard 1** The school has a clear mission and vision statement underpinned by its educational values.
- Standard 2** The school is a safe and secure place in which students can learn.
- Standard 3** The school culture is inclusive and supports all students and staff.
- Standard 4** The school promotes intercultural understanding, celebrates diversity and actively develops students who appreciate other people's views and perspectives.
- Standard 5** The school's education programme fulfils the school's mission and vision as well as the student exit profile.

Domain 2

Leaders and Leadership

- Standard 1** The actions of the school leaders are consistent with the school's values and philosophy.
- Standard 2** The school leadership team plans for and supports the wellbeing of all stakeholders.
- Standard 3** The school principal and leadership team have the appropriate knowledge, skills and experience to lead the school effectively.
- Standard 4** The school leadership team promotes high-quality educational programmes and activities for all students and tracks individual growth.
- Standard 5** The school leadership team prioritises resources to support a high-quality teaching and learning programme.
- Standard 6** The school leadership team monitors the quality of teaching and learning.
- Standard 7** The school leadership team supports continuous professional development for teachers.
- Standard 8** The school leadership team actively supports teachers to participate in professional learning communities.
- Standard 9** The leadership team has a clear process for evaluating programmes and policies and developing school-wide improvement strategies

Domain 3

Teachers and Teaching

- Standard 1** Teaching staff have a clear sense of their shared purpose and values, which are aligned to the school's mission.
- Standard 2** Teachers create and manage a positive learning environment.
- Standard 3** Teachers have a deep understanding of the programmes they are teaching and how students learn.
- Standard 4** The teaching and learning programme caters effectively for individual student needs.
- Standard 5** Teachers evaluate the impact of their classroom practice on student outcomes.
- Standard 6** Teaching staff engage in continuous improvement and high-quality professional development opportunities.
- Standard 7** Teachers actively participate in professional learning communities to improve their practice.

Domain 4

Students and Learning

- Standard 1** Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.
- Standard 2** Students are actively engaged in their studies, think reflectively and show a love of learning.
- Standard 3** Students develop a strong sense of personal agency in this school.
- Standard 4** Students develop appropriate behaviours and approaches to learning and development.

Domain 5

Parents and Community

- Standard 1** Parents/carers are encouraged and supported to be co-partners in their children's learning and development.
- Standard 2** Parents receive regular reports about the progress of their child/ren in academic domains as well as other areas of development.
- Standard 3** Parents/carers are actively engaged in school life and there are clear processes and protocols in place for their involvement.
- Standard 4** The school community has the opportunity to contribute to the mission and vision of the school.