Lebanese International University &

ATEL-Lebanon

Accreditation: The Pursuit of Excellence 2.0
March 6, 2023

Prior Knowledge

Concept words of Chapter Teacher Planning cont…P 80-94					
Concept word	**Knowledge**		**Concept Word**	**Knowledge**	
Change	√ x ?		Review & Revise Curriculum	√ x ?	
Accreditation	√ x ?		Executive Summary	√ x ?	
Index of Quality Education	√ x ?		Standards	√ x ?	
Data Resources	√ x ?		Reflections	√ x ?	
Principles of curriculum design	√ x ?		Narratives	√ x ?	
Factors of Curriculum Design	√ x ?		eleot	√ x ?	
	√ x ?			√ x ?	

Decree 423

<div dir="rtl">

المادة الرابعة: تعتبر مؤسسات معترفا بها من أجل تطبيق أحكام القانون ٢٦١ تاريخ ٢٠٢٢/١/٥ مؤسسات الاعتماد الاميركية الآتية:

</div>

- Western Association of Schools and Colleges (WASC)
- Southern Association of Colleges and Schools (SACS)
- AdvancED (Cognia)
- New England Association of Schools and Colleges (NEASC)
- North Central Association of Schools and Colleges (NCASC)
- Northwest Association of Colleges and Schools (NACS)
- Council of International Schools

<div dir="rtl">

المادة الخامسة: ينشر هذا القرار في الجريدة الرسمية وعلى الموقع الرسمي لوزارة التربية والتعليم العالي على الشبكة العنكبوتية (الانترنيت)، وتطبق احكامه على التلامذة الذين ينتسبون الى صف الفرشمن اعتبارا من العام الدراسي ٢٠٢٢-٢٠٢٣.

بيروت في ١٩/٥/٢٠٢٢

وزير التربية والتعليم العالي

</div>

Decree 424

<div dir="rtl">

ب- أن تبرز موافقة على تدريس المنهج التعليميّ الأميركي فيها صادرةً عن مؤسسة اعتماد اميركية من بين المؤسسات المدرجة في قرار تنظيمي يصدر عن وزير التربية والتعليم العالي بناءً على اقتراح لجنة المعادلات، يحدد آلية انهاء دراسة صف الفرشمن بنجاح، وهي المؤسسات الآتية وفق القرار النافذ راهنا:

</div>

- Western Association of Schools and Colleges (WASC).
- Middle States Commission on Secondary Schools (MSA-CESS).
- Southern Association of Colleges and Schools (SACS).
- AdvancED (Cognia)
- New England Association of Schools and Colleges (NEASC).
- North Central Association of Schools and Colleges (NCASC).
- Northwest Association of Schools and Colleges (NACS).
- Council of International Schools.

Change

|					
Vision/ Mission	+ **Instructional Skills**	+ **Incentives**	+ **Resources**	+ **Action Plan**	= Change
	+ **Skills**	+ **Incentives**	+ **Resources**	+ **Action Plan**	= Confusion
Vision	+	+ **Incentives**	+ **Resources**	+ **Action Plan**	= Anxiety
Vision	+ **Skills**	+	+ **Resources**	+ **Action Plan**	= Resistance
Vision	+ **Skills**	+ **Incentives**	+	+ **Action Plan**	= Frustration
Vision	+ **Skills**	+ **Incentives**	+ **Resources**	+	= Treadmill
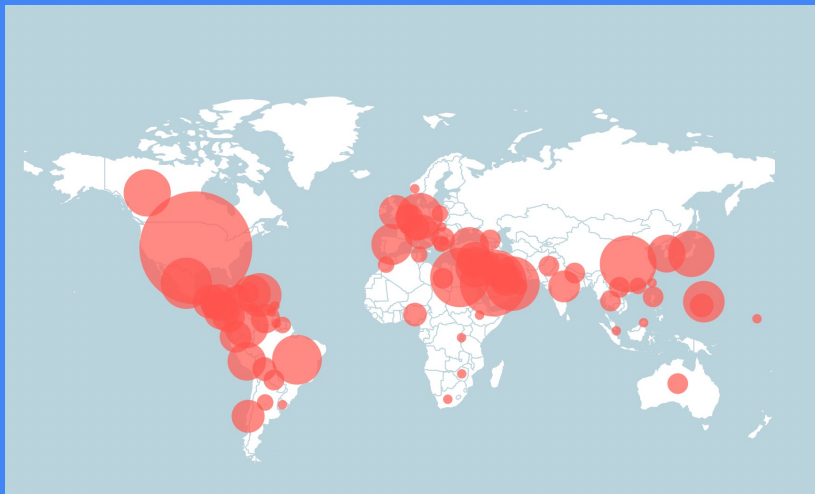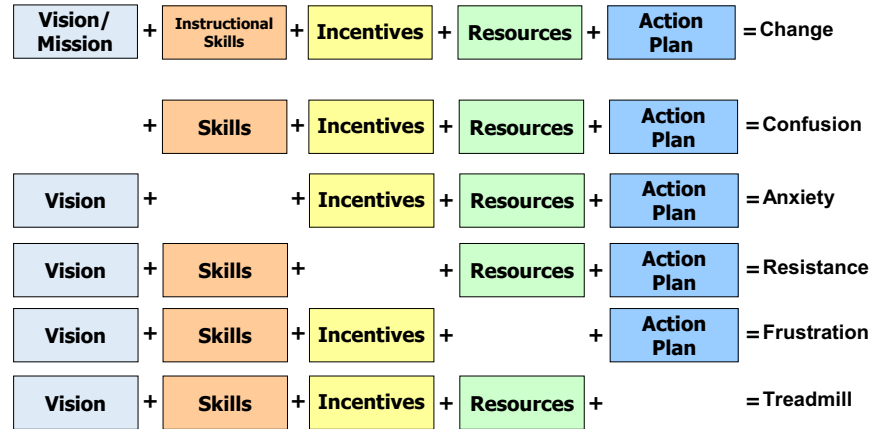
Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington DC (Adapted by Knoster from Enterprise Group Ltd.)
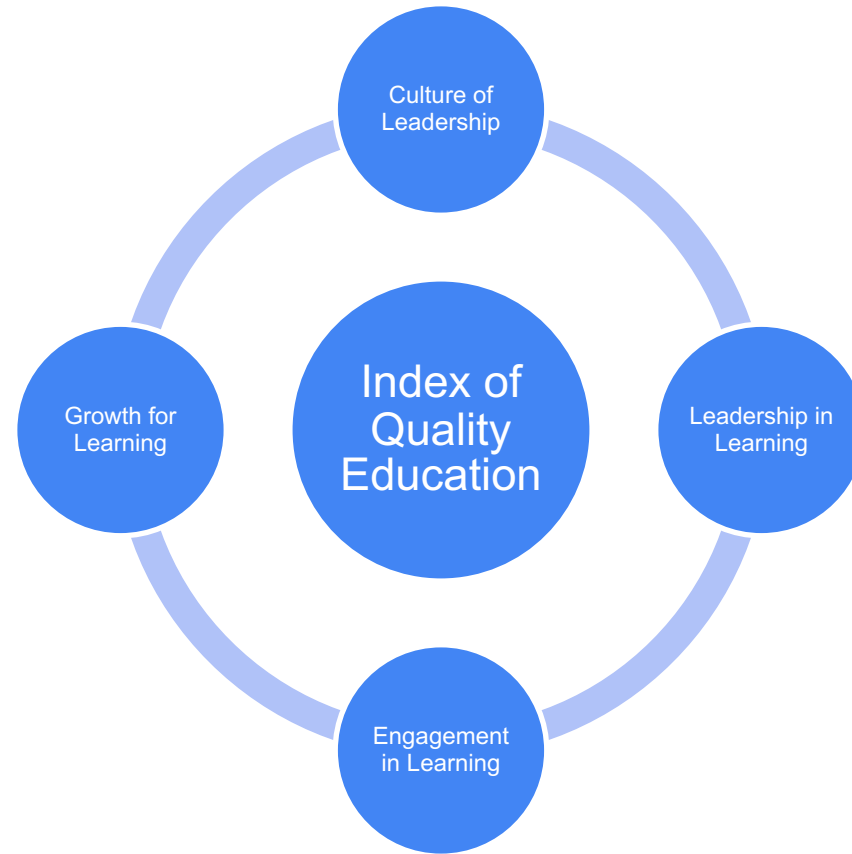
Curriculum Design and Development Accreditation for Quality Assurance

This presentation covers the key principles that guide School al-level curriculum design and development, the factors taken into consideration, the process for reviewing and revising, and the effectiveness of the school curriculum.

Principles of Curriculum Design and Development

- Taking into account the needs of all stakeholders, such as teachers, parents, and community members.

- Aligning the curriculum with the goals and objectives of the education system as a whole.

Factors in Curriculum Design and Development

- Educational research and best practices.

- The nation's cultural context and values.

- Students' needs and interests.

Review and Revise Process

- Evaluating the effectiveness of the national curriculum through data collection.

- Making revisions and updates to the curriculum based on the data.

Photo by Pixabay

Evaluation and Effectiveness

- Regular review and evaluation of the national curriculum.

- Assessing the impact of the curriculum and making necessary changes.

Photo by Pixabay

Key Principles

- Alignment with national education goals and objectives.

- Responsiveness to local needs and contexts.

- Consideration of diverse student populations.

- Focus on lifelong learning and skills development.

Factors to Consider

- Current and future workforce needs.

- Societal and economic trends.

- Student learning outcomes.

- Cultural and linguistic diversity.

Feedback and Review

- Gather input from stakeholders through consultations, surveys, and focus groups.

- Internal and external review of curriculum.

- Frequency of review and revision depends on education system.

Evaluation and Updates

- Evaluate effectiveness through tests, assessments, and feedback.

- Align with goals and objectives of education system.

- Culturally responsive and inclusive curriculum.

- Incorporate emerging trends and technologies.

Getting To Know Cognia
https: www.cognia.org

2017-2022- Standards & Accreditation Result

Themes

COGNIA professional Development

Accredited Institutions

New Cognia-2022-2027

4 Narratives

Reflections

Accreditation Process

2017-2022- Standards & Accreditation Result

Old vs New

Reflections:
Excellence –Improvement - Challenges

Professional Learning Narratives

COGNIA 2017-2022 - 1.0

Leadership-
10 Standards

Teaching & Learning-
12 standards

Resources-
8 standards
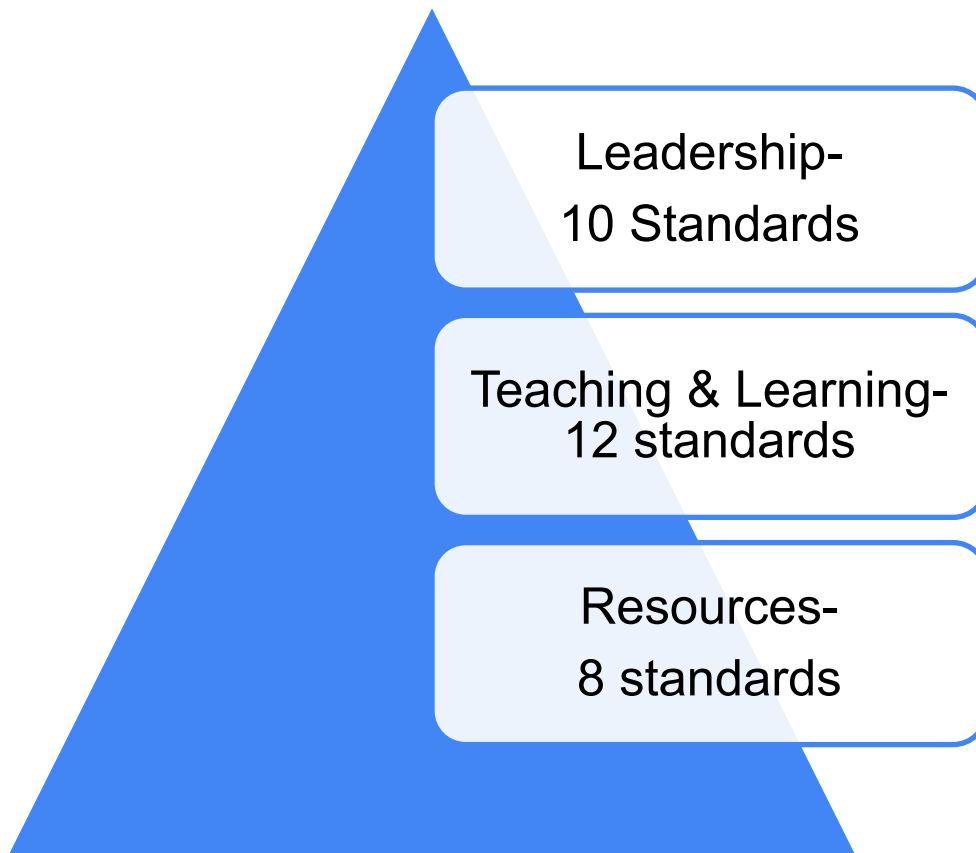
Cognia Standards Diagnostic Results

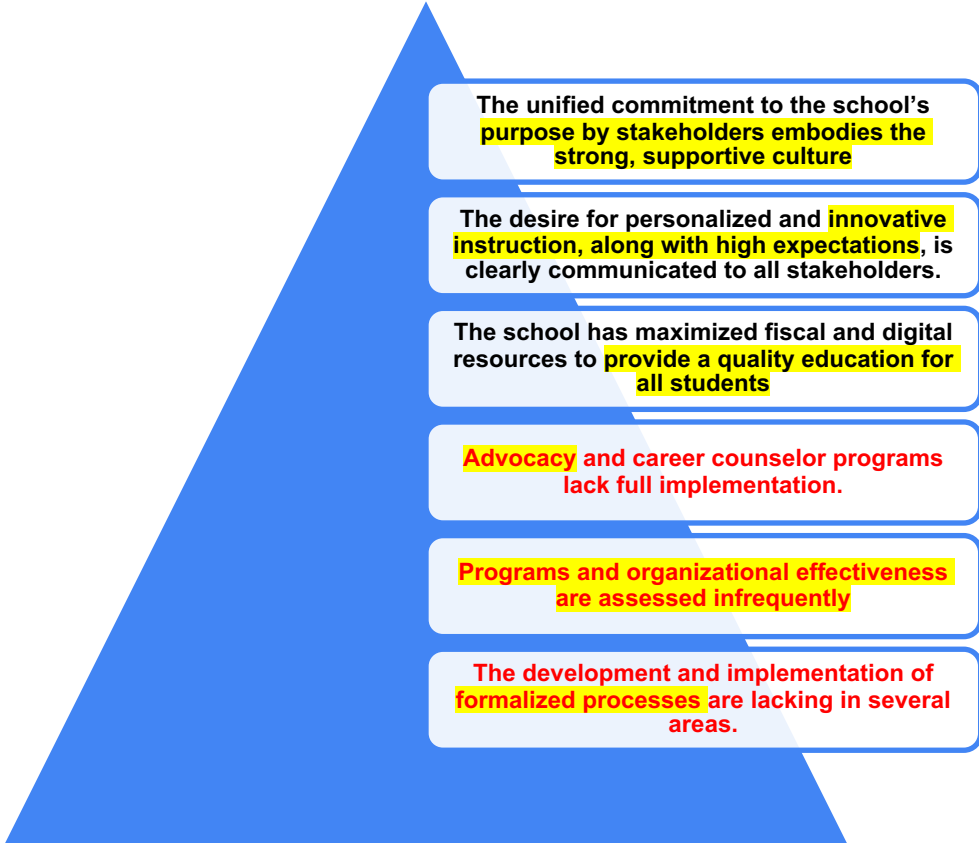| Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	3	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Improving
	EN:	3	IM:	4	RE:	3	SU:	2	EM:	3	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Initiating
	EN:	1	IM:	2	RE:	2	SU:	2	EM:	2	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	3	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	4	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	3	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Improving
	EN:	3	IM:	2	RE:	3	SU:	2	EM:	3	

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	2	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	3	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2	

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	4	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	3	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	2	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	

Themes after Engagement Review

The unified commitment to the school's ==purpose by stakeholders embodies the strong, supportive culture==

The desire for personalized and ==innovative instruction, along with high expectations==, is clearly communicated to all stakeholders.

The school has maximized fiscal and digital resources to ==provide a quality education for all students==

==Advocacy== and career counselor programs lack full implementation.

==Programs and organizational effectiveness are assessed infrequently==

The development and implementation of ==formalized processes== are lacking in several areas.

Final Result

Institution IEQ	309.50	CIN 5 Year IEQ Range	278.34 – 283.33

Accredited Institutions in Lebanon-11 Schools-2023

Displaying 1 to 11 of 11 results.

Name ▲	Country	City	State	Postal Code	Institution Type	District
Academy High School - Nabatieh	Lebanon	Nabatieh		961	School_American_International	Al Bushra For Education and Sciences
Academy High School - Tyre	Lebanon	Tyre		961	School_American_International	Al Bushra For Education and Sciences
Amjad High School	Lebanon	Beirut		00961	International	
AZM School	Lebanon	Tripoli, North Lebanon			International	
Beirut Evangelical School for Girls and Boys	Lebanon	Beirut			International	
Eastwood International School	Lebanon	Mansourieh El Mtn		2720-1101	International	
Makassed Abi Bakr El-Siddeeq School	Lebanon	Beirut		115832	International	Al Makassed Islamic Philanthropic Association of Beirut
Makassed Ali Ben Abi Taleb College	Lebanon	Beirut		5832-11	School_American_International	Al Makassed Islamic Philanthropic Association of Beirut
Makassed Khaled Bin Al Walid College	Lebanon	Beirut		11-5832	International	Al Makassed Islamic Philanthropic Association of Beirut
Omar Bin Al Khattab	Lebanon	Beirut		1436440	International	Al Makassed Islamic Philanthropic Association of Beirut
The National Evangelical Institute for Girls & Boys	Lebanon	Saida	Mohafazat Liban-Sud	Saida 11, Ain El-Hel	International	

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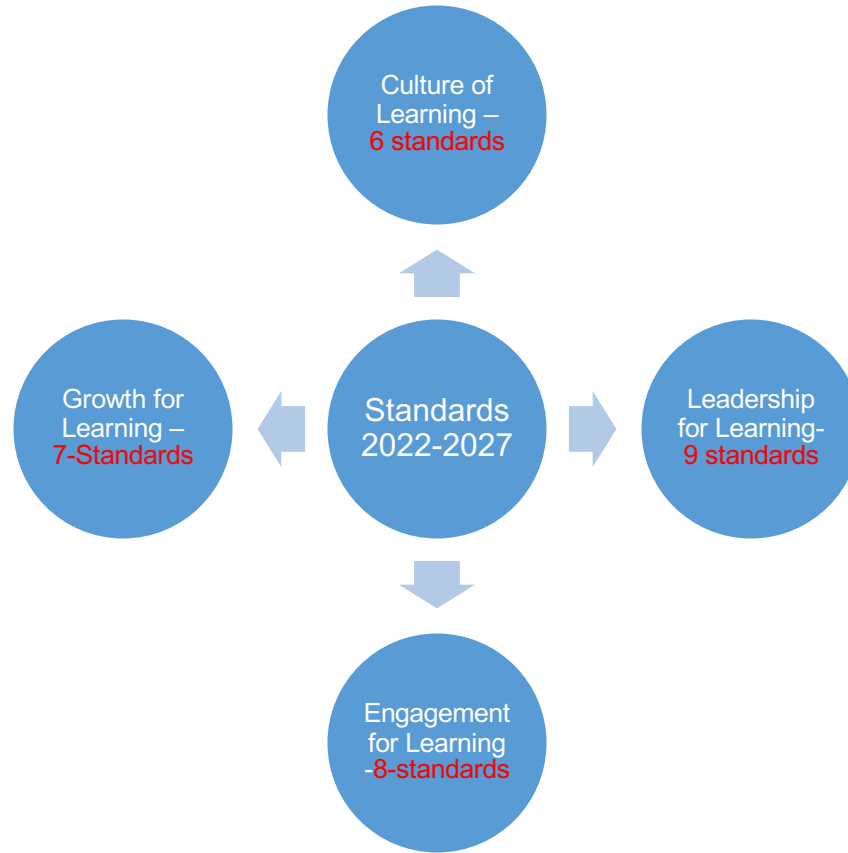Accreditation & Certification   Assessment   Improvement Solutions   Professional Learning   Membership   •••   CONTACT US

https://www.cognia.org/news-events/events/

https://www.cognia.org/services/professional-learning/

https://www.cognia.org /

COGNIA New 2022-2023 - 2.0

Reflections & Submit

Excellence

Improvement

Challenges

Checklist

Demographics

Standards

1

2

3

4

5

6

7

8

9

Data Sources

Executive Summary

Assurances

Candidacy Review Process

Multiple Data Resources

Documents
- Institution handbook-Revisited
- Strategic plans
- Action plans
- Policies

Observations
- eleot
- Teacher observation
- evaluations of meetings
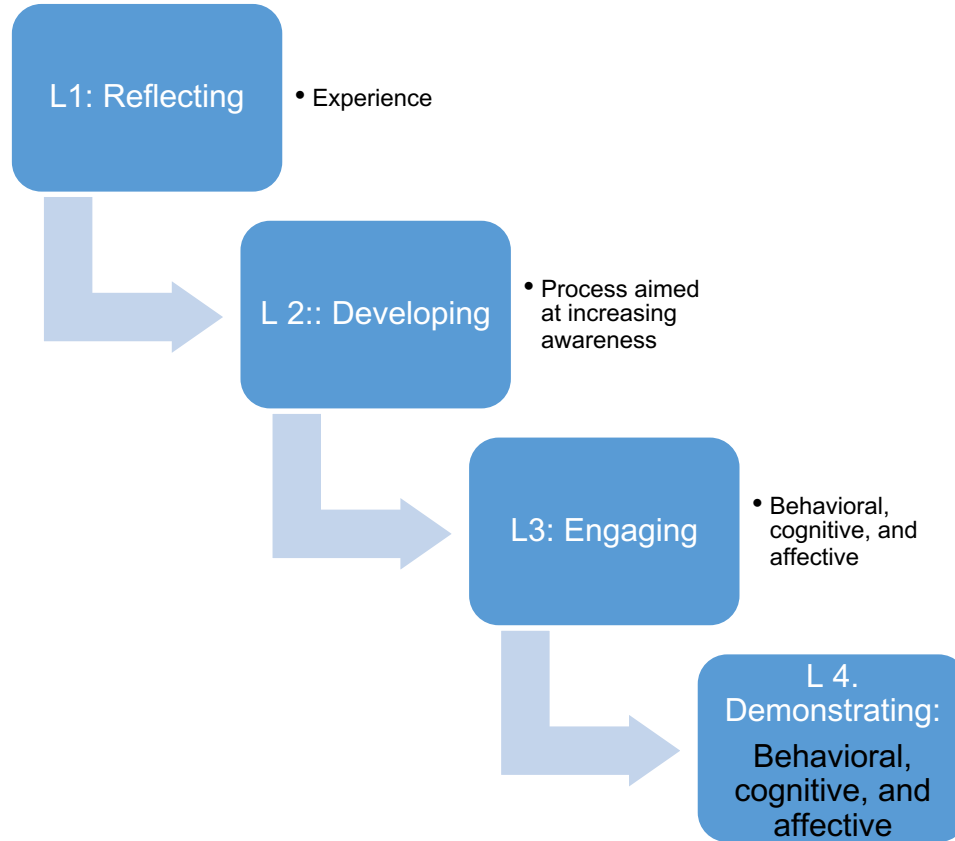- Forms

Perceptions
- Surveys-18
- Focus groups Interviews

Performance

-Organizational data (results of improvement or other initiatives, **program evaluation**, non-academic performance metrics, efficiency studies)

-Student academic performance data (formative and summative data, aggregated or individual)

-Student non-academic performance data (attendance, disciplinary, participation in extracurricular activities)

Indicators

L1: Reflecting
- Experience

L 2:: Developing
- Process aimed at increasing awareness

L3: Engaging
- Behavioral, cognitive, and affective

L 4. Demonstrating:
Behavioral, cognitive, and affective

3. ~~Achievement or Learning~~

Evaluator may consider structuring the theme paraph.

1. **Theme Statement**
2. Evidence to support theme
3. Evidence to support theme
4. Insight regarding the evidence
5. Evidence to support theme
6. Evidence to support theme
7. Insight regarding the evidence
8. Suggestion for moving forward

While the school has initiated efforts to include more students in the rigorous college-credit-earning courses, many students, despite their potential to be successful in the courses, are unable to participate in the opportunities because of the rigid prerequisites and costs associated with the classes. The team examined the continuous improvement plan provided by the school and noted that a major initiative was centered around increasing the enrollment of students in Advanced Placement courses and dual-enrollment courses which offered credit through the local community college. Analyzed enrollment data from the institution showed that only 10% of the learners at the school were taking advantage of these courses, and those students were primarily not eligible for Title I services. The team observed several of these classes and noted that instruction was highly engaging, and expectations were rigorous; however, there was little difference in these classes than the other classes offered at the school which led the team to believe that many more students would be prepared to meet the challenges of the college-earning courses. Team observations confirmed that most of the classes were engaging and rigorous at all levels. The institution provided the AP and dual-enrollment course handbook that outlined the prerequisites for enrollment in these classes which included a course fee and a requirement that students had not earned a grade of C or below in any of the courses that aligned with the associated AP or dual-enrollment course. Many students told the team in interviews that they would enroll in the courses but had already earned a C in a prerequisite class or simply could not afford the fees. The team believes that while setting expectations for courses is important, the institution should reconsider policies that exclude students from participating in college-credit earning courses. The team suggests that school leaders work collaboratively with stakeholders to rethink and possibly revise the grade requirement for enrollment and find ways of providing fee reductions or waivers so that all students can have the opportunity to experience a college level course.

Elements of Reflections
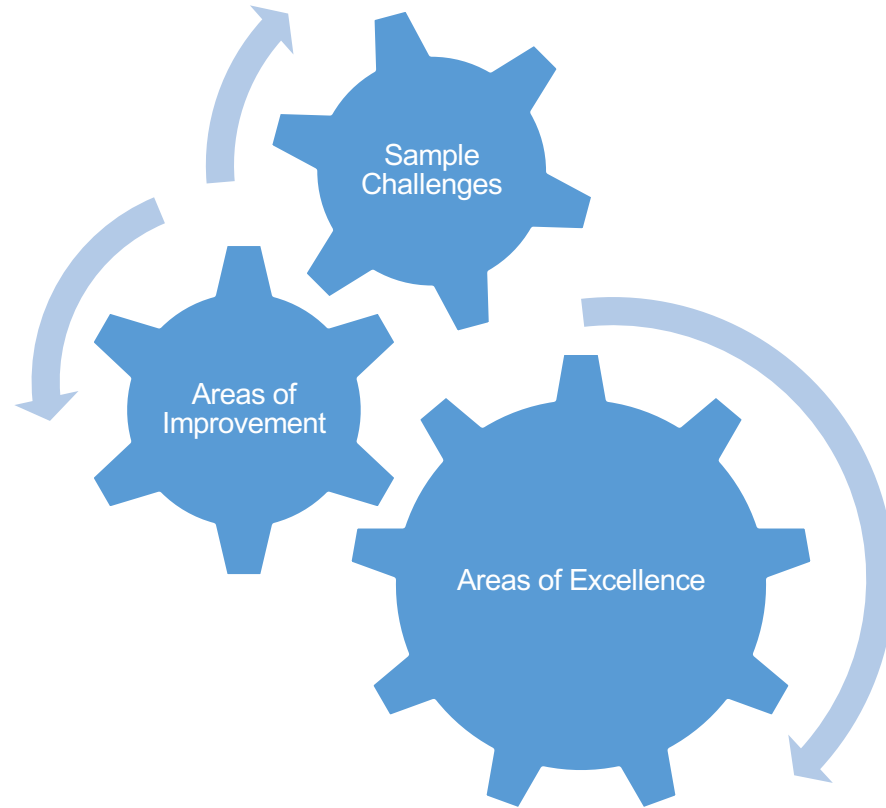
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About Office of International Relations
https://liu.edu.lb/NewLIU2022/OIR/index.php

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