SELF-STUDY VISITING COMMITTEE REPORT

自审访校委员会报告

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

西部学校和学院协会（**WASC**） 学校认证委员会（**ACS**）

FOR

认证学校

KEYSTONE ACADEMY

北京市鼎石学校

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ACS WASC FOCUS ON LEARNING INTERNATIONAL EDITION
VISITING COMMITTEE REPORT

西部学校和学院协会学校认证委员会（**ACS WASC**）"关注学习"（国际版）访校委员会报告

Chapter I: Student/Community Profile
第一章：学生/社区概况

Keystone Academy, a comprehensive Foundation through Grade 12 Chinese private school located in the Shunyi District of Beijing, China, began operation in September 2014. It operates as a not-for-profit Chinese entity, with any annual financial surplus being invested back into school programs. The Keystone Board of Trustees, comprised of four constituted trustees, provides the legal foundation for the school and ensures that Keystone Academy is fully compliant with local governmental regulations. Unlike most "international" schools in China, it is licensed to enroll Chinese national students and provide an internationally minded curriculum.

北京市鼎石学校是一所位于中国北京顺义区的综合型私立学校，学段包含学前班至 12 年级，于 2014 年 9 月开始运营。该校是一家非营利性中资实体，所有年度财务盈余均再次投资于学校项目。鼎石校董会由四名校董组成，为学校提供法律基础，确保鼎石的运营完全符合当地政府的法规要求。与中国大多数"国际"学校不同，鼎石具备相关资质，可以招收中国本土学生，并提供具有国际视野的课程。

Two founding members of Keystone Academy were inspired to develop a unique internationally minded school in Beijing, one that combined the best in Chinese academic rigor and American approaches to creativity and critical thinking with respected models in international education such as the International Primary Curriculum and International Baccalaureate. The school offers a rigorous academic experience designed to integrate academic excellence with the residential life of boarding school, combining the best

practices of Chinese and American education in a fully bilingual immersion context.

北京市鼎石学校两位创始成员的初衷是在北京创办一所独一无二的国际化学校，借鉴国际小学课程、国际文凭课程等在国际教育中备受推崇的模式，将中国的学术严谨性与美国的创造性和批判性思维方法结合起来。该校提供严谨的学术体验，旨在将卓越的学术精神与学校寄宿生活相结合，将中美教育的最佳实践融合在一个全双语沉浸式环境中。

The philosophical underpinning of Keystone Academy lies in its three keystones (bilingual immersion, character and community building, and the Chinese Thread) and their five Confucian values (compassion, justice, respect, wisdom and honesty).

鼎石的办校理念由三大基石（沉浸式中英双语课程、塑造品德和社区归属感，以及"中国主线"）支撑，并秉承中国儒家的"五常"价值观（"仁"、"义"、"礼"、"智"和"信"）。

Keystone Vision: At Keystone, we learn from the world and we learn for the world. Three traditions inform us, five values inspire us, and three keystones guide us.

鼎石愿景： 在鼎石，我们向世界学习，为世界学习。三大传统启发着我们，五常价值观鼓舞着我们，三大基石指引着我们。

Keystone Mission: Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western and international education, creating a new world school with a liberal arts program that is academically outstanding. All our endeavors are framed by five shared Confusion values: compassion, justice, respect, wisdom and honesty. At Keystone we embrace a world that is dynamic and ever-changing. We learn from and we learn for this enterprising, global and diverse community.

鼎石使命： 北京市鼎石学校为中国带来一种全新的教育模式。它致力于融合东方、西方及国际教育的精粹，所拥有的通识教育项目追求卓越的学术精神，是一所真正的世界学校。我们日常行为的准则秉承中国儒家的"五常"："仁"、"义"、"礼"、"智"和"信"。在鼎石，我们热情地拥抱这个充满活力、瞬息万变的世界，从奋发进取而又丰富多彩的人类社会中汲取营养，并为未来的世界做出贡献。

When the school first opened in 2014 290 students were in attendance, 190 in the primary school and 100 in the middle school. However, enrollment grew quickly, with 1336 students enrolled for the 2018-19 school year – 697 in the primary school, 433 in the middle school and 206 in the high school.

2014 年学校首年开学时，共有 290 名学生就读，其中小学生 190 名，初中生 100 名。此后入学人数迅速增长，2018-19 学年共有 1336 名学生入学，其中小学生 697 名，初中生 433 名，高中生 206 名。

At the school's initial opening the school employed 59 faculty members. Today 183 teachers and 27 members of the administrative leadership team support student learning. Of the 27 members of the leadership team, 10 are from the United States, nine from China, three from the United Kingdom, three from Canada, one from Hong Kong, and one from Cyprus. Among the 183 teachers, 45 teachers are in their first year at Keystone, 44 teachers in their second year, 42 in their third year, 22 in their fourth year, and 30 in their fifth year at Keystone. Eighty-five teachers are bilingual in Chinese and English, 49 speak English only, 30 speak three or more languages.

在首年开学时，学校雇用了 59 名教职人员。如今，共有 183 名教师和 27 名管理领导团队成员为学生的学习生活提供支持。在领导团队的 27 名成员中，10 人来自美国，9 人来自中国大陆，3 人来自英国，3 人来自加拿大，1 人来自中国香港，1 人来自塞浦路斯。在 183 名教师中，45 人第一年在鼎石任教，44 人第二年任教，42 人第三年任教，22 人第四年任教，30 人第五年任教。85 名教师具备中英双语能力，49 人只讲英语，30 人会讲三种或更多语言。

In addition to recognizing the importance of preparing students to be globally minded citizens with international perspectives, Keystone also celebrates the culture and promotes the identity of the host culture. The Chinese Thread, a thematic spine running through all years of the curriculum focusing on Chinese history, culture, and identity as it is situated in a global context, is a key means through which this is accomplished.

鼎石深知让学生具备国际视野和全球意识的重要性，此外，学校也尊崇文化意识，致力宣

扬所在国文化认同。"中国主线"聚焦中国历史、文化和身份认同，将之贯穿融入各个年级的课程设计中，在全球背景下实现践行这一目标。

Based on the New England boarding school model, the school considers the residential experience to be an integral part of the holistic learning process. Boarding is an optional choice for students in Grades 7 and 8 and is required for students in grades 9 through 12. Of the 1336 students currently enrolled, 353 of them are boarding students.

鼎石采用新英格兰地区的寄宿学校模式，住宿体验是整个学习过程不可或缺的一部分。7年级和8年级的学生可选择是否寄宿，9年级到12年级的学生则必须寄宿。在目前入学的1336名学生中，353名是寄宿学生。

Currently, most Keystone students are Chinese nationals (1173 holding Chinese passports), and most parents live in or near Beijing. Most are from privileged families with professional parents. Student retention has been strong with an annual attrition rate of about 7% and a high of only 9%.

目前，大多数鼎石学生是中国公民（1173人持有中国护照），大部分家长住在北京或周边地区。大多数学生家境良好，父母均为专业人士。学生留校率一直保持在高位，年流失率约为7%，最高仅为9%。

The vast majority (1305 students) speak Chinese as their mother tongue. They are grouped into one of six leveled phases of English Language Acquisition, with middle school students enrolled only if they have attained phase 3. Students whose mother tongue is English are enrolled in Chinese Language Acquisition classes. Foundation Year and Grade 1 do not have standard expectations for language proficiency for admissions. However, as the school has grown, it has been increasingly selective with respect to English language skills especially with older students in order to ensure that students have the reading and writing skills needed to be successful with the International Baccalaureate Diploma Program.

绝大部分（1305名）学生以中文为母语。这些学生被划分至"英语语言习得"课程的六个水平阶段，初中生必须达到第三水平阶段才能入学。母语为英语的学生则修读"汉语语言

习得"课程。学前班和 1 年级对入学的语言能力不设标准。但随着学校的发展，校方对英语语言能力的要求在不断提升，尤其是对于年龄较大的学生，这是为了确保学生具备顺利完成国际文凭课程大学预科项目所需的读写技能。

As a relatively young school, achievement data is understandably limited and the effective use of achievement data is in a nascent state. Nonetheless, the school has expressed a commitment to accumulating and using achievement data in the most productive way possible. In recent years Foundation through grade 2 teachers have used the Star Reader Assessment to check student reading comprehension. NWEA MAP testing is used to assess math and English achievement levels for all students, Grades 2 – 10. While not yet fully operational, the school expects that MAP testing results will assist teachers in planning effective differentiation strategies for use in their classrooms. IB exam results exist for only one year, but these results are impressive, especially in light of the fact that most of the students enrolled in the IB Diploma program have learned English as a second language. SAT and PSAT results also exist and have the potential to inform further the delivery of the Keystone instructional program.

鼎石是一所相对年轻的学校，因此其成绩数据较为有限，对成绩数据的有效使用也处于初级阶段，这一点可以理解。尽管如此，校方已承诺会以尽可能最有效的方式积累和使用成绩数据。近年来，学前班至 2 年级的教师已使用 Star 阅读评估（Star Reader Assessment）来评估学生的阅读理解能力。同时，学校对 2-10 年级的所有学生使用美国西北测评协会（NWEA）的 MAP 测试来评估其数学和英语成绩水平。虽然尚未完全投入使用，但校方希望 MAP 测试结果能够帮助教师制定有效的分层教学策略，以供课堂使用。学校仅有一年的 IB 考试成绩，但已然可圈可点，尤其是考虑到大多数参加 IB 大学预科项目课程的学生都是英语为第二语言的学习者。另外，学校还拥有 SAT 和 PSAT 成绩记录，这两项测评有望为鼎石教学计划的开展进一步提供依据。

Limited academic achievement data was available to the visiting committee, but that which was available evidenced strong student achievement. The SAT results are located in the chart below.

访校委员会可以获得的学术成绩数据有限，但这些数据足以证明学生取得了不俗的成绩。

SAT 成绩见下表。

Grade 12 only by school year			
	2017-18	2018-19 to date	
ERW	625	580	
Math	745	730	
Total	1365	1330	
# students	38	22	

仅 12 年级的数据（按学年）			
	2017-18 学年	2018-19 学年（到目前为止）	
基于证据的阅读与写作（ERW）	625	580	
数学	745	730	
总分	1365	1330	
学生人数	38	22	

Chapter II: Progress Report

第二章：进展报告

The school has done an admirable job in responding to each of the fifteen suggested areas for follow up that were identified in the March 2016 Initial Visit report. Naturally, progress in some areas has been greater than in others, but the school has taken seriously all the suggestions for improvement and has attempted to act upon them. Two major changes were reported since the March 2016 visit, both related to additional

classes in the high school as the school experienced growth. The following is a summary of what has been accomplished in each area.

2016 年 3 月的首次访校报告确定了 15 个建议加以跟进的领域，校方对其中每一项的回应措施都值得称赞。自然，有些领域的进展比其他领域要大，但校方认真对待了所有改进建议，并尝试采取了有针对性的行动。自 2016 年 3 月首次访校以来，随着学校的发展，校方汇报了两项与新增高中课程相关的重大变化。以下是对各领域工作成果的总结。

WASC Recommendation #1: "The school leadership, teachers and other stakeholders reflect and refine the following `As a World School, what are the qualities and skills a Keystone graduate will demonstrate to be globally prepared as related to the three keystones?'"

WASC 建议 1："学校领导层、教师和其他利益相关者应针对以下内容进行思考，采取改进措施：'作为一所世界学校，鼎石毕业生可以展示出哪些与三大教育基石相关、能证明其准备好迎接全球挑战的素质和技能？'"

Visiting Committee Response: The committee is satisfied that the school has undertaken substantial work to clarify learner outcomes in relation to its three keystones. The fact that 92% of the first graduating cohort earned IB bilingual diplomas is evidence that it is meeting the first keystone regarding bilingualism. In addition, the school has made attempts to assess keystone #2 related to character and community. The school is still working on clarifying expectations regarding keystone #3 on Chinese cultural connections and identity in a world context. While the Chinese cultural components are clear, somewhat less clear is what the school is doing to measure how students are globally prepared.

访校委员会的回应：校方已开展大量工作，以明确与三大教育基石相关的学习成果，委员会对此表示满意。在该校的第一批毕业生中，92%的学生获得了 IB 双语文凭，这说明该校在双语教学方面实现了第一大基石所代表的目标。同时，校方也尝试了评估与品德和社区相关的第二大基石。该校目前仍在努力明确第三大基石（世界背景下的中国文化联系和身份认同）所代表的期望。尽管中国文化的元素清晰可见，但关于该校目前正在采取什么方

法来衡量其学生准备好迎接全球挑战的方式，答案却不太明确。

WASC Recommendation #2: "The school leadership and teachers move forward in using the ACS WASC Focus on Learning tools to strengthen understanding serviced through refining the student community profile that notes findings about the school's community, including student demographics, outcome and perception data."

WASC 建议 2："学校领导层和教师应在使用 ACS WASC '关注学习'（Focus on Learning）工具方面取得进展，通过改进学生社区档案来加强对该工具的理解，这些档案记录了学生群体信息统计、成果和观感数据等调查结果。"

Visiting Committee Response: The school has taken steps to collect and analyze data in a systematic manner though the creation of a Task Force for Data Collection and engaging the Admissions office in on-going research. This is an on-going area of focus.

访校委员会的回应：学校已采取措施系统收集和分析数据，主要手段是建立数据收集工作组，并让招生办公室参与到持续性的调查中。这是一个需要持续关注的领域。

WASC Recommendation #3: "The Professional Growth Committee evaluate the implementation of the mentoring program."

WASC 建议 3："由职业成长委员会评估导师计划的落实情况。"

Visiting Committee Response: The visiting committee is satisfied that the school has established a formal mentoring program. Known as the "Huoban Program," it has been functional for four years now.

访校委员会的回应：学校已制定了正式的导师计划，访校委员会对此感到满意。这个计划名叫"伙伴计划"，至今已实施了四年。

WASC Recommendation #4: "The school leadership and teachers analyze results from multiple assessments, including perception data and qualitative feedback to develop findings that can guide schoolwide decision-making regarding professional learning and

coaching, differentiated instructional strategies and program development. Inherent in this should be a regular process for measuring the impact of the professional learning and coaching on student achievement."

WASC 建议 4："学校领导层和教师应对来自多项评估的结果进行分析，包括观感数据和定性反馈，分析的结果可指导有关专业学习和辅导、分层教学策略和项目发展等事项的全校范围内的决策过程。其中，衡量职业学习和指导对学生成绩的影响应该成为一个常规过程。"

Visiting Committee Response: The school's professional development program is informed by many sources. For example, the school consults with teachers regarding their preferences for professional development; it could also look for assessments of student learning to inform PD needs. The committee notes that like most schools, Keystone Academy is still working on how to measure the impact of teacher professional development on student achievement.

访校委员会的回应：学校的职业发展计划通过不同途径实现。例如，校方与教师协商他们在职业发展上的首选方向；校方还可观察学生学习的评估情况，以提供 PD 需求方面的信息。委员会注意到，与大多数学校一样，北京市鼎石学校仍在研究如何衡量教师职业发展对学生成绩的影响。

WASC Recommendation # 5: "The school leadership and faculty continue to align the written, taught and assessed curriculum."

WASC 建议 5："学校领导层和教职人员应持续性地整合并保证书面课程、教授课程和评估课程的一致性。"

Visiting Committee Response: As it has been noted that curriculum development is a process, not an event, curriculum alignment is likely to be an on-going concern. That said, good progress has been made in the development of the written curriculum across several digital platforms. Excellent progress has been made in the integration of the national Chinese curriculum with IPC and MYP. The focus has been on vertical

articulation. Less clear is how much progress has been made in determining the alignment of the written and taught curricula or the written and assessed curricula.

访校委员会的回应：课程开发是一个过程，而不是一次性的活动，因此课程体系的协调统一很可能是一个需要持续关注的过程。尽管如此，横跨多个数字平台的书面课程体系开发仍然取得了良好的进展。中国国家课程大纲与 IPC 和 MYP 的整合也进展良好。关注点一直放在课程的纵向衔接之上。委员会不太确定的是，在确保书面课程、教授课程和评估课程的一致性方面，校方取得了怎样的进展。

WASC Recommendation #6: "The Learning Support teachers, Language Support teachers and Counselor, with the support of the Division Level Leaders, develop and implement a structure for regular collaborative SST meetings to coordinate a system of support services that provides for maximum effectiveness, including processes for interventional and referral..."

WASC 建议 6：“学习支持教师、语言支持教师和心理辅导教师在学部领导的支持下，应开发并实施定期协作的学生支持团队（SST）会议机制，使支持服务系统协调运行，最大化其效果，包括干预和转介流程……”

Visiting Committee Response: The school has taken a very active approach in following up on this recommendation, largely through the creation of the Center for Student Development (CSD), Advisory Program, and its College Counseling program. The CSD has established protocols for referrals, liaisons with teachers, and assessment strategies.

访问委员会的回应：校方积极落实这项建议，采取的主要措施是建立学生发展中心（CSD），开展指导教师项目和大学升学辅导项目等。CSD 已针对转介、教师联络和评估策略等事项制定了方案。

WASC Recommendation #7: "The school leadership and teachers continue to develop and implement structures for documenting and monitoring student learning and progress in English and Chinese so intentional instructional modifications can be made and their efficacy assessed."

WASC 建议 7："学校领导层和教师应持续开发并实施相关机制，记录、监测学生的中英文学习和进步情况，从而进行有针对性的教学调整并评估其效果。"

Visiting Committee Response: The school has made good progress in assessing progress in English, but still seeks best ways for assessing progress in the Chinese language. Bilingual teaching in a number of different subjects and classes is impressive, particularly so in the Theory of Knowledge class.

访问委员会的回应：校方在评估学生的英语进步方面取得了良好进展，但仍在寻找评估汉语学习进展的最佳方法。不少科目和课程的双语教学令人印象深刻，尤其是认识论课程。

WASC Recommendation #8 "The school leadership and teachers continue to develop and assess the integration of the Chinese Thread in all subject areas throughout the school."

WASC 建议 8："学校领导层和教师应持续推进并评估'中国主线'与全校所有学科领域的整合。"

Visiting Committee Response: The committee notes this area as a particular strength of the school. The schoolwide faculty-student Chinese Thread committee pays close attention to the implementation of this thread throughout the school. Implementation is rich and varied.

访校委员会的回应：委员会注意到，该领域是学校的一个特别的优势。由教员和学生代表组成全校范围的"中国主线"委员会密切关注"中国主线"在全校的落实情况。落实的方式丰富多样。

WASC Recommendation #9: "The school leadership continue to assess, refine, and strengthen the relationship and systems among the programs of Residential Life, Advisory, SST, KAP and the academic program to `equip students to take their place on a global stage.'"

WASC 建议 9："学校领导层应持续评估、完善并加强寄宿生活、指导教师项目、学生支

持团队、鼎石活动项目（KAP）及学术课程项目之间的关系和系统性，'使学生有能力在全球舞台上占据一席之地。'"

Visiting Committee Response: The school has instituted a Global Education Adult Committee and other groups to oversee, among other things, the global curriculum and competency of Keystone students. Like many schools, the school is still working on how best to assess global competency. Meanwhile, these programs mutually support one another to a considerable extent.

访校委员会的回应：校方设立了全球教育委员会（由成年人组成）和其他一些小组，监管鼎石学生所参与的全球化课程及他们的胜任力。与很多学校一样，校方仍在研究如何以最佳方式评估学生的全球竞争力。同时，这些项目在很大程度上能够相互支持。

WASC Recommendation #10:   "The Board of Trustees and the Head of School work together on the following: a) Board training and self-evaluation and b) determining skills and attributes that can guide expectations for Head of School evaluation processes."

WASC 建议 10： "校董会和校长应在以下方面开展合作：a）校董会培训和自我评估；b）围绕校长评估流程确定必要的技能和特质，以明确对此类流程的期望。"

Visiting Committee Response: Head of School evaluation has taken place rather informally.   Board evaluation has not yet taken place.

访校委员会的回应：校长评估方式多以非正式的方式进行。校董会评估尚未开展。

WASC Recommendation #11: "The school leadership and teachers develop and implement procedures for ensuring the safety and well-being of all students inside and outside Keystone buildings and on experiential learning trips."

WASC 建议 11： "学校领导层和教师应开发并落实相关程序，确保鼎石校区内以及正在进行体验式学习之旅的所有学生的安全和健康。"

Visiting Committee Response: The committee is satisfied that this recommendation has

been successfully addressed. The new ELP Coordinator has created a robust Risk Assessment policy and accompanying procedures. Teacher receive regular, on-going training in ensuring student safety and child protection.

访校委员会的回应：这项建议已得到落实，委员会对此感到满意。新的 ELP 协调员制定了稳健的风险评估政策和配套程序。教师定期接受有关确保学生安全和儿童保护的培训。

WASC Recommendation #12: "The Chinese and English teachers collaborate to determine developmentally appropriate ways to ensure students understand what is to be learned for each area of study, as well as to modify facilitation and instructional approaches to support individual student needs."

WASC 建议 12："中英文教师应开展合作，共同探索适合学生成长阶段的方法，来确保学生了解各个学习领域将要学习的内容，同时调整激励方式和教学方法，支持个别学生的需求。"

Visiting Committee Response: The school understandably has focused on teacher professional development in response to this recommendation, particularly in the area of differentiation. This is to be applauded. At the same time, the school is encouraged to consider how students are made aware of specific learning targets, particularly in the bilingual Keystone Academy environment.

访校委员会的回应：校方在回应这项建议时，重点关注的是教师的职业发展，尤其是在分层教学领域，这一点可以理解，也值得称赞。同时，委员会鼓励校方考虑如何让学生了解其具体的学习目标，尤其是在鼎石的双语环境中。

WASC Recommendation #13: "The school leadership implement ways to assess the effectiveness of the code of conduct and to what degree students have internalized and comply with the expectations when adults are not present and when behavior is not attached to rewards."

WASC 建议 13："学校领导层应采用相关方法评估：当成年人不在场以及行为与奖励不挂钩时，学生行为守则的有效性、以及学生将其内化的程度和符合期望的情况。"

Visiting Committee Response: A Code of Conduct is in place but its effectiveness may not be well understood as Keystone Academy students present few disciplinary issues and it is not easy to determine whether that is because of the Code of Conduct or whether it is due to other factors. A plan to create a Disciplinary Committee and to include student representation is underway.

访校委员会的回应：校方已制定了《行为守则》，但其有效性尚不明确，因为鼎石学生很少出现纪律问题，而且很难确定是因为《行为守则》还是其他因素导致出现这样的问题。校方拟建立纪律委员会并让学生代表参与其中。

WASC Recommendation #14: "The Board of Trustees and Senior Business Team Leaders use student progress toward the three Keystones, the Values and academic standards as they refine and develop long range resource plans."

WASC 建议 14："校董会和行政领导团队在完善和制定长期资源计划时，应充分参考学生在三大基石、价值观和学术标准上所取得的进步。"

Visiting Committee Response: As a reflective learning organization, Keystone Academy annually reconsiders its Vision, Mission and Values. The Schoolwide Action Plan captures concrete steps towards actualizing the Mission.

访校委员会的回应：鼎石是一个善于反思的学习组织，每年都会重新审视学校的愿景、使命和价值观。其《全校行动计划》阐明了实现学校使命的具体步骤。

WASC Recommendation #15: "The school leadership move forward in the development, implementation and monitoring of a school-wide action plan that incorporates the Visiting Committee's feedback with the Strategic Thinking Statement and other planning documents…"

WASC 建议 15："学校领导层应在制定、落实和监督全校行动计划方面取得进展，该计划应将访校委员会的反馈与《战略性思考陈述》以及其他规划文件整合在一起……"

Visiting Committee Response: The school is quite adept at schoolwide planning, involving representatives from all stakeholder groups. The Schoolwide Action Plan captures this thinking and includes all necessary components.

访校委员会的回应：校方擅长制定全校计划，并且让所有利益相关者团体的代表都参与其中。其《全校行动计划》体现出这种思考，并包含了所有必要的组成部分。

Chapter III: Self-Study Process
第三章：自主学习自审流程

Keystone Academy received its initial ACS WASC accreditation in 2016 and has subsequently hosted substantive change visits to add grades 11 and 12 to the initial accreditation. In preparation for its first full visit following their initial accreditation, the school began the self-study process in the winter of the 2017-18 school year. The process was led by three Keystone Academy Self-Study Coordinators – Sally Booth, Strategic Advisor, Maureen McCoy, Middle School Head, and Mary Jew, Primary School Head. Focus Group Committee Chairs were appointed from within the school's leadership team, with each individual Committee Chair assuming the leadership for an area of the self-study which coincided with her/his day to day work responsibilities.

北京市鼎石学校于 2016 年首次获得 ACS WASC 认证，随后又邀请 ACS WASC 进行重大变更访校视察，以期在初始认证中增加 11 年级和 12 年级认证。为了迎接初始认证后的首次全面访校视察，校方在 2017-18 学年冬季启动了自主学习自审流程。该流程由三名鼎石学校自主学习协调员领导，她们分别是战略顾问 Sally Booth、初中部校长 Maureen McCoy 和小学部校长 Mary Jew。重点小组委员会主席从学校领导团队内选派，每一名委员会主席负责领导一个与其日常工作职责相对应的自审领域。

The school sought to include a wide range of community members in the self-study process and states that nearly all stakeholders were involved in gathering data, sharing ideas and/or responding to prompts or surveys. In order to ensure that all faculty,

Chinese and Western, were able to participate meaningfully in the discussions, a tremendous amount of translation of English language documents was undertaken. In April 2018 teachers were asked to identify the focus group committees on which they would prefer to serve. Final committee and sub-committee allocation was determined partly by faculty preference but with a desire also to ensure 1) a balance of Primary and Secondary teachers; 2) a balance of new and returning faculty and staff; and 3) recognition of teachers' specific experience with the various aspects of life at Keystone.

在自审过程中，校方尽量让更多的社区成员参与进来，并表示几乎所有利益相关者都参与了收集数据、分享想法、回应指示或调查的过程。为了确保所有中西方教师都能在讨论时完全理解对方，校方进行了大量的英语文件翻译。2018 年 4 月，校方要求教师确定他们首选的重点小组委员会。委员会和分委员会的最终人员分配在一定程度上取决于教职人员的倾向，但同时分配方案也会尽可能确保：1）中小学教师的平衡；2）新老教职员工的平衡；3）对教师在鼎石任教生涯中获得的各方面经验予以认可。

A unique and especially significant element of the self-study was the creation of Self-Study Packets which were distributed to all committee members. These packets included guidelines and guiding parameters for each committee, a self-study timeline, a list of ACS WASC indicators for each Focus Group, a summary of what the school had submitted as part of its initial accreditation application and a list of the recommendations for each Focus Group left by the ACS WASC visiting committee at the conclusion of its visit. It should be noted that the schoolwide learner outcomes--at Keystone called the shared values of compassion, justice, wisdom, respect and honesty-- underpinned the entire self-study process. It should also be noted that while student achievement data was reviewed as part of the process, the school believes that it has not yet archived enough achievement data on which to base meaningful conclusions.

在自主学习和自审过程中，一个独特而重要的环节是创制自主学习和自审文件夹，并分发给所有委员会成员。文件夹中包含了每个委员会的指导方针和指导参数、时间表、每个重点小组的 ACS WASC 指标清单、学校在申请初始认证时提交的摘要，以及 ACS WASC 访校委员会在视察结束时留给各个重点小组的建议清单。需要指出的是，全校学习者成果——鼎石称之为"仁"、"义"、"礼"、"智"和"信"的共同价值观——支撑着整个流

程。另外还要指出，尽管审视学生成绩数据是自审流程的一个环节，但校方认为其存档的成绩数据量还不足以得出有意义的结论。

Members of the various committees worked throughout the last term of the 2017-18 school year and at the end of the year, documented the work accomplished. At the beginning of the 2018-19 school year new teachers were brought up to date on the self-study process and the work accomplished. The school's student councils created surveys which were completed by students, and surveys of dorm proctors and all dorm students provided additional student input. The PTA assisted by ensuring appropriate contributions to the self-study were made by the parent community.

各委员会成员在 2017-18 学年的最后一个学期全力工作，并于学年底将完成的工作记录在案。2018-19 学年开始时，新入职的教师就可以了解到自审流程的最新进展和各项工作的完成情况。学校的学生委员会编制了学生问卷调查收集学生意见，此外，面向学生宿舍长和所有寄宿生的问卷调查还提供了更多的学生意见。PTA 协助确保家长社区为自审做出相应的贡献。

In December 2018 the reports of the various sub-committees were submitted to the ACS WASC Coordinators. These reports identified possible areas for growth / areas to be addressed. The coordinators then consolidated these areas of concern into several broad themes, themes that were considered as possible elements to be incorporated into a Schoolwide Action Plan. Faculty members were then asked to share their thoughts as to how these areas for growth could/should be addressed. In the end, five key areas were identified – communication, organization of school, school space, curriculum and balance of life and work. Departments and subject area home groups met to provide further input into the development of the Schoolwide Action Plan. In March 2019, the Schoolwide Action Plan was compiled and submitted to the Visiting Committee.

2018 年 12 月，各个分委员会的报告上交到 ACS WASC 协调员处。这些报告确定了潜在的发展领域以及需要关注的领域。然后，协调员将这些关注领域合并为若干大主题，以备纳入《全校行动计划》。之后，校方要求教职人员就如何针对这些发展领域开展工作提出自己的想法。最后，校方确定了五个关键领域——沟通、学校组织、学校空间、课程以及

生活与工作的平衡。各部门和学科领域自成小组召集会议，为制定《全校行动计划》提供进一步的意见。2019 年 3 月，校方编制了《全校行动计划》提交给访校委员会。

Based on the five key areas for growth identified during the self-study, the final Schoolwide Action Plan identified twelve goals. The Visiting Committee confirms that the Schoolwide Action Plan directly addresses the key issues identified in the self-study. The plan is thorough in that for each of the twelve goals addressed in the plan the following components of the plan are included:

根据自审期间确定的五个关键发展领域，最终的《全校行动计划》明确了 12 个目标。经访校委员会确认，《全校行动计划》对自审过程中确定的关键问题做出了直接回应。该计划非常详尽，其中提及的 12 个目标都包含以下部分：

1. Goals and Objectives to address each area of concern.
1. 针对每个关注领域提出的目标和指标

2. Rationale—how these goals and objectives relate to student learning
2. 依据——这些目标和指标如何与学生的学习相关联

3. Links of these Goals and Objectives to our Vision, Mission, and Values
3. 这些目标和指标与我们的愿景、使命及价值观的关联

4. Tasks required to achieve these goals and objectives
4. 达成这些目标和指标所需完成的任务

5. People and departments involved in working to achieve these goals and objectives
5. 达成这些目标和指标所涉及的人员和部门

6. Resources required to achieve these goals and objectives
6. 达成这些目标和指标所需的资源

7.   Evidence of Accomplishment

7.   成效证明

Chapter IV: Quality of the School＇s Program

第四章：学校办学质量

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

类别 **A**：学生学习的组织

A1.　School Purpose

A1.　办学宗旨

From its earliest conception as a new world school in Beijing, the school＇s unique mission has guided the school＇s development, guiding the recruitment of school personnel, the development of all educational decision-making and the organization of all structures of school policy and procedures.　The school＇s purpose is grounded in its three＂keystones＂ – bilingual immersion, character and community building and the Chinese Thread – and philosophically consistent with its five Confucian values – compassion, honesty, justice, respect and wisdom.　Student graduation criteria include separate requirements assessing student proficiency in each of the three keystones.　The school＇s commitment to global competency is found in its desire to prepare students for engagement with China and the world beyond.　Of special note is the school＇s Chinese focus not being on China as a nation, but rather looking at China in a world context.

鼎石最初的办学构想便是打造一所立足于北京的全新世界学校，这个独特的使命为学校发展、教职员工招聘、教育决策制定、学校政策及程序结构的组织等提供了指引。学校的办学宗旨围绕三大教育基石（沉浸式中英双语课程、塑造品德和社区归属感、"中国主线"）制定，同时秉持中国儒家的"五常"（"仁"、"义"、"礼"、"智"和"信"）价值观。围绕三大基石分别对学生能力评估已纳入学生的毕业要求。该校致力于培养学生的全球竞争力，让学生充分做好积极参与中国与世界事务活动的准备。尤其值得注意的是，该校对中国的关注并非局限于国家层面，而是将中国放在全球背景中来审视。

The Keystone mission statement:＂Keystone Academy is a new model of education in

China. It blends distinctive traditions in eastern, western and international education, creating a new world school with a liberal arts program that is academically outstanding. All our endeavors are framed by five shared Confucian values: compassion, justice, respect, wisdom and honesty."

鼎石的使命宣言是：" 北京市鼎石学校为中国带来一种全新的教育模式。它致力于融合东方、西方及国际教育的精粹，所拥有的通识教育项目追求卓越的学术精神，是一所真正的世界学校。我们日常行为的准则秉承中国儒家的 ' 五常 '： ' 仁 '、 ' 义 '、 ' 礼 '、 ' 智 ' 和 ' 信 '。"

The Mission Statement, along with a Statement of Shared Values, were developed early in the formation of the school as a collaborative process among the school leadership. The Mission Statement has been reviewed and updated as the school developed. In 2016 and again in January 2019, the broader school community reviewed the Mission Statement. Throughout these reviews the core of the Mission remained consistent over time.

这份《使命宣言》以及《共同价值观宣言》是在学校成立初期，由学校领导层共同编写的。随着学校的发展，校方对《使命宣言》进行了回顾和更新。2016 年和 2019 年 1 月，在更广泛的学校社区范围中，相关人员对这份《使命宣言》进行了两次审核更新。在此期间，鼎石使命的核心内容始终保持一致。

Currently, the school is in the process of reviewing the core documents to simplify the presentation of its mission by dividing it into three sections, following a more conventional Mission Statement. It is envisioned that there will be a declarative Mission Statement about what students will look like upon graduation. A Vision Statement will describe the process of student development as they achieve the goals of the Mission.

目前，校方正在回顾核心文件，希望通过将《使命宣言》分为三部分来简化学校使命的表述，使其更接近于常见的"使命宣言"。根据设想，校方将使用一份陈述性的《使命宣言》来表述学生毕业时的面貌素养。而《愿景宣言》则将描述学生在实现《使命》目标的同时将经历怎样的成长过程。

Committed to ensuring that the school's Mission and Shared Values are fully understood by the broader Keystone community, these documents are included in both English and Chinese in every school handbook, every guide and in all articles and books. The Marketing and Communications department is focused on actively promoting the school's purpose through the publishing of a wide variety of publications.

这些文件旨在确保学校的使命和共同价值观得到整个鼎石社区的充分理解。每一本学校手册、指南以及所有文章和书籍中都包含这些文件的中英文版本。市场及传播部通过各种出版物积极宣传学校的办学宗旨。

A2.   Governance
A2.   管理

The Keystone Academy Board of Trustees is composed of four individuals who have been active in the school's governance since the initial planning of the school, including the Head of School who is a full voting member. The Board meets three times each year. It operates under written procedures, the majority of which are found in the school's bylaws which define procedures and the duties of Board members. The Board adopts policies, plans and budgets that directly support the Mission and Vision of Keystone. To facilitate the Board's effective functioning, several committees were developed: Nomination, Finance, Buildings and Grounds, and Executive. The Executive Committee acts on behalf of the full Board if and when the full Board cannot meet to act on an important decision. This committee is composed of the Head of School, the Chair of the Board and one of the senior Trustees. An external audit of the school's finances is conducted annually.

北京市鼎石学校的校董会由四名成员组成，其中一名是拥有完全投票权的校长。自学校初步筹备期以来，他们一直积极参与学校的治理工作。校董会每年召开三次会议，依照书面程序运作，这些程序大部分可以在规定校董会程序和成员职责的学校章程中找到。校董会所通过的政策、计划和预算为鼎石使命和愿景提供直接支持。为了促进校董会的高效运

作，若干委员会得以设立：提名任命委员会、财务委员会、建筑物和场地委员会以及执行委员会。当无法召开全体校董会会议时，执行委员会可代表全体校董会做出重大决议。该委员会由校长、校董会主席和一名高级校董组成。每年，学校财务进行一次外部审计。

The Board of Trustees has established a Board of Advisors, made up of experienced educators who provide advice and counsel to the Head of School and the Chairman of the Board. As those who serve on the Board of Advisors are actively involved in the life of the school, they are considered as viable prospective Trustees. In fact, one of these advisors has been invited to join the Board of Trustees in 2019. The Board recognizes that it does not have formal training for new Board members and plans a more formal training for new Board Members to be implemented in the 2019-20 school year.

校董会设立了一个由经验丰富的教育工作者组成的顾问委员会，为校长和校董会主席提供建议和咨询服务。由于顾问委员会成员的积极参与，因此他们也是未来校董的潜在人选。事实上，其中一位顾问已于 2019 年受邀加入校董会。校董会已认识到，目前尚未为新校董会成员提供正式培训，因此计划在 2019-20 学年为新校董会成员提供更正式的培训。

Committed to ensuring a distinction between the roles of the Board of Trustees and the school's leadership team, the Board assumes the principle policymaking role for the school. It appoints the Head of School and is responsible for evaluating his/her performance. It then delegates to the Head of School and his/her administrative team the implementation and regular monitoring and evaluation of the impact and effectiveness of these policies. The Head of School reports regularly to the Board of Trustees.

校董会与学校领导团队之间分工明确，其中校董会承担学校的主要决策工作。校董会任命校长，并负责评估校长的表现。然后，校董会授权校长及其管理团队实施其决策，并定期监测和评估这些政策的影响和有效性。校长定期向校董会汇报工作。

All Trustees have significant experience in education in China and the United States, some owning or developing other schools in China and/or the US. Board meetings regularly address such topics as how to achieve academic excellence, the efficient use of technology, etc. No formal professional development program exists for Keystone Board

members, though the Board has spoken of plans to initiate such a program in the next school year.

所有校董均具备丰富的在华和在美教育经验，其中一些在中国和/或美国拥有或开发着其他学校。校董会会议定期讨论如何提供卓越学术教育、有效利用技术等议题。尽管校董会已宣布计划在下一学年启动面向鼎石校董会成员的职业发展项目，但目前尚未制定任何正式项目。

The Board is committed to being accessible to members of the Keystone community. Trustees believe that the Keystone community understands and respects the role of the Board. They have, however, discussed establishing more formal means of validating this perception. Eager to have a clear understanding of parent perceptions, the school has hired a third-party research team to conduct a formal survey of parent opinions.

校董会致力于服务鼎石社区的成员。校董们相信，鼎石社区理解并尊重校董会的作用。但对于如何以更正式的方式验证这种想法，他们也展开过讨论。为了清楚了解家长的想法，校方聘请了第三方调研团队对家长的意见展开正式调查。

No formal complaint or conflict resolution procedures are found in the bylaws. However, the faculty handbook clearly identifies the processes through which conflicts are resolved. During the 2016 – 17 school year, the Board conducted an evaluation of the Head of School through a series of one-on-one interviews with the Board Chair and members of the Keystone community. The Board recognizes that a more formal and regular process for Head of School appraisal would be valuable.

学校章程中没有设定正式的投诉或争端解决程序。但教员手册明确描述了解决争端的流程。2016-17 学年期间，校董会与校董会主席和鼎石社区成员开展了多次一对一的访谈，目的是对校长的表现进行评估。校董会认识到，对校长评估采取更正式、更常规化的程序是一种可取的做法。

Neither does the Board have a formal process of self-evaluation. Likely this is the result of the Board being small and close knit, enabling Board members to have frank conversations outside of a formal appraisal process. Nonetheless, it has expressed an

interest in doing a more systematic review of its own performance in the near future.

校董会自身也没有制定正式的自我评估程序。这可能是由于校董会规模较小、组织严密，成员之间可以进行坦诚的交谈，无需走正式的评估程序。尽管如此，校董会还是表示，希望在不久的将来对其自身表现进行更系统化的审视。

Given the growth of the size and complexity of the school, the Board recognizes that there would be value in increasing the size of the Board. Plans are to increase the size of the Board from four Trustees to six in the coming school year.

考虑到学校规模和复杂性的扩大，校董会认识到，扩大校董会的规模是一种可取的做法。因此，他们计划在下一学年将校董会的规模从四名校董增加至六名。

A3. School Leadership
A3. 学校领导层

Keystone Academy is led by a Head of School appointed by the Board of Trustees. As the school has grown, so has the size of the administrative leadership team that supports the Head of School. As such, the school's organizational chart, handbooks, flow charts and job descriptions have been developed and revised as appropriate to ensure that the role of each position on the organizational chart is clearly delineated and understood. The school's leadership is divided into two leadership teams: Leadership Team A for academics and Leadership Team B for business operations. These two teams meet together on occasion and participate together in retreats at the end of the first semester and at the end of the school year.

北京市鼎石学校由校董会任命的校长领导。随着学校的发展，为校长提供支持的管理领导团队的规模也在不断扩大。因此，校方已根据实际情况编制并修订了学校的组织结构图、手册、流程图和职务说明，以确保组织结构图上每个职位的职责得到明确的界定和理解。学校的领导层分为两个领导团队：教学领导团队 A 和行政领导团队 B。这两个团队会不时会面，并在第一学期末和学年末一起参加退思会。

In all, fourteen different administrators report directly to the Head of School. While such a large number of school leaders reporting directly to the Head of School has functioned reasonably effectively, the school acknowledges that it may be time to readjust the organizational chart and consider a more hierarchical model.

共有 14 名不同的管理人员直接向校长汇报工作。尽管直接向校长汇报工作的学校领导为数众多，而且这种模式一直运作良好，但校方也认识到，可能是时候重新调整组织结构图，并考虑采用等级更分明的模式。

Communication in such a large and complex institution can provide challenges. The Head of School, who is a gifted communicator both orally and in written form, takes on a significant role in communication within the school and to the larger Keystone community. Weekly newsletters from divisions and from grade levels, magazines, brochures, website updates and WeChat posts provide a wealth of information about what is occurring within the school. Within the faculty, divisional groups meet weekly and departments and grade level teams meet biweekly. Bilingual weekly memos are sent weekly by each division to all administrators and teachers to maximize that all within the school are aware of the breadth of activities occurring on the campus. Occasionally, teachers are asked to respond to internal questionnaires. Bilingual communication is yet another challenge on a campus where most of the native English speakers are not fluent in Chinese. Divisional Heads and Curriculum Coordinators hold monthly parent coffees with parents. The school also emphasizes the value of face-to-face communication. It would like to see more effective communication between the Center for Student Development and teachers of individual students.

在如此庞大而复杂的机构中进行沟通是一个不小的挑战。鼎石校长在口头和书面沟通上具有很高的造诣，他在校内以及更广范围的鼎石社区沟通方面发挥着重要作用。来自各学部和年级的每周通讯、杂志、小册子、网站更新和微信文章等提供了有关校内所发生事情的丰富信息。在教职员工中，学部小组每周开会一次，学科部门和年级组每两周开会一次。各个学部每周向所有管理人员和教师发送双语周备忘录，以尽量确保校内的所有人都了解校园动态。校方有时会要求教师完成内部调查问卷。双语沟通是校园内的另一项挑战，因为大多数以英语为母语的人都不会说流利的中文。学部校长和课程协调员每月举办一次家

长早茶会。校方还强调面对面沟通的重要性。校方希望学生发展中心与个体学生的教师之间能够进行更有效的沟通。

In an effort to enhance a broader involvement of the Keystone community in the school development process, several committees have been established focusing on specific aspects of the school's program. Membership in these committees include teachers, administrators and staff who have a special interest in the committee's mandate. Students participate on some of these committees.

为了提高鼎石社区在学校发展过程中的参与度，校方成立了若干专注于学校特定项目的委员会。这些委员会的成员包括教师、管理人员以及对委员会的任务特别感兴趣的行政员工。一些学生也参加了其中的一些委员会。

In its self-study the school acknowledged that there is a need to develop guidelines regarding the latitude teachers have over their curriculum and the acceptable process for making alterations.

在自审过程中，校方认识到，有必要制定有关教师设置课程的自由度以及可接受的修改流程的指导方针。

As a means of evaluating the leadership's effectiveness, each year each individual on the Leadership Team submits a report assessing her/his progress in achieving goals that had been established at the beginning of the school year. The Head of School and Trustees receive copies of these reports which serve to help generate discussions at the Board and Leadership Team level. Teacher appraisals are conducted by the Dean of Faculty Office, though a Teacher Review and Support Committee is working to revise the evaluation process to make the process more transparent and responsive to teachers' needs.

作为考核领导力有效性的一种手段，领导团队的每一位成员每年都要提交一份报告，用以评估他/她在实现学年初所设定目标方面的进展。校长和校董接收这些报告后，可以更有效地开展校董会和领导团队层面的研讨。尽管教师评估由教员主任办公室负责，学校同时也

设立了教师评审和支持委员会调整评估过程，以使评估过程更透明，对教师的需求做出更快的反应。

The Leadership Team has taken its role in promoting child protection seriously. Changes that positively impact child protection include enhanced hiring practices, increased training with respect to Child Protection during the August retreat, and the establishment of clear protocols to be implemented when child abuse is suspected.
领导团队认真执行其在促进儿童保护方面的职责。在儿童保护方面进行的若干变革产生了积极影响，其中包括：改进招聘程序；在 8 月份新学年培训期间加强有关儿童保护的培训；制定发现疑似虐童事件的明确处理章程。

From its earliest days as an institution the school's leadership has evidenced its commitment to developing a globally minded culture and promoting interconnectedness across the world. The intent of the Mission Statement, the choice of curricular frameworks, the embrace of learning through service and travel, the curriculum thread linking China to the rest of the world are all evidence of this commitment becoming a reality.
自成立之初，学校的领导层就承诺致力于发展具有国际视野的学校文化，促进全球互联互通。《使命宣言》的目标、课程框架的选择、通过服务和旅行支持学习、将中国与世界其他国家联系起来的课程主线，都是领导层兑现这一承诺的最好证明。

A4.　Staff

A4.　员工

When hiring faculty for Keystone Academy, the school's leadership seeks to identify candidates whose background suggests that they would be effective contributors to the school's mission. Divisional hiring committees play an active role in the hiring process. They review each applicant's educational background, past working experience, extra-curricular capabilities, and capacity to contribute to the residential programs. A rigorous

hiring process exists for learning assistants as well. The school advertises positions internally and through several search firms, seeking to select outstanding teachers from a large pool of prospective candidates. Teachers are assigned teaching responsibilities based on their experience and skills. This is reinforced because Chinese authorities will only issue visas to those whose degrees match the job description as advertised.

在招聘鼎石教员时，学校领导层会按照候选人背景，寻找可以为学校使命做出有效贡献的人。学部招聘委员会在招聘过程中发挥着积极作用。他们审查每位申请人的教育背景、以往的工作经验、课外能力，以及为寄宿项目做出贡献的能力。学习助理也有严格的招聘流程。学校在校内、以及通过多家猎头公司发布招聘广告，这是为了从大量的潜在候选人中遴选出优秀教师，然后根据教师的经验和技能为其分配教学任务。由于中国当局只向那些所持学位与广告中职位描述相匹配的人发放签证，因此招聘工作的质量更得到了保证。

Specific steps in the hiring process address a candidate's suitability in protecting student safety. All expatriate teachers must provide notarized non-criminal reports to Chinese authorities as part of the process of obtaining a Chinese visa, while local teachers must have clearance with the local police. The school's Center for Student Development provides training on child protection and safeguarding.

招聘过程的具体步骤确保了候选人的背景与保护学生安全的原则相符合。在申请中国签证的过程中，所有外籍教师都必须向中国当局提供经过公证的无犯罪记录报告，而本地（中国籍）教师必须获得当地警方出具的无犯罪记录证明。学校的学生发展中心提供有关儿童保护的培训。

The school strives to ensure that Keystone Academy handbooks for employees provide comprehensive information for teachers and staff in English and Chinese. It has also developed a Code of Conduct, which is a document that defines behavioral expectations within the adult community.

校方努力确保鼎石的员工手册能够为教师和行政员工提供全面的中英文信息。此外，校方还制定了《行为守则》，用于定义成年人社区之内的行为期望。

The Professional Development of its staff is a high priority at Keystone Academy. The August Orientation Retreat kicks off each new school year with a focus on a specific theme – effective strategies for language learning, bilingual education, etc. In previous years the school has also brought in specialists during the year to address a specific topic of value to the teachers. Increasingly, the school has been able to draw upon its internal expertise to offer workshops. The budget allotted for teacher professional development is about RMB 3,500,000 per year. The process calls for a teacher to submit a proposal for a specific professional development opportunity. The offices of HR and Dean of Faculty maintain tracking sheets to manage the records of professional growth of the faculty. These tracking sheets may be helpful in facilitating data analysis to align faculty professional development with trends in student performance. There are significant opportunities for professional growth for non-teaching staff also.

鼎石高度重视员工的职业发展。每年八月的新学年培训，都会设立一个重点关注的主题，其中包括高效语言学习策略、双语教育等。在过去的几年里，学校还在学年中聘请了专家，向教师们讲授一些有价值的主题。随着时间的推移，学校已经有能力利用其内部专业知识开展工作坊。每年的教师职业发展预算大约为人民币 350 万元。此流程要求教师针对一项具体的职业发展机会提交申请。人力资源办公室和教员主任负责留存管理教员职业发展记录的跟踪表。这些跟踪表有助于数据分析，从而比较教员的职业发展与学生的表现趋势。校方也为非教职人员提供大量的职业发展机会。

Faculty evaluation of new faculty members follows the Charlotte Danielson model of four domains for teaching, with an additional domain specific to Keystone's mission. The evaluation of returning teachers has been less structured. Recognizing that a more structured process would be valuable, a Faculty Evaluation Committee has been formed with the goal of formalizing observation and evaluation procedures. Initial efforts to refine the Danielson model have focused on giving more emphasis to teacher mentoring. In addition, the school has adopted a "Huoban" program (Huoban is Chinese for a partner). This program has a focus on goal setting and peer-to-peer teacher visiting. It is intended to assist teachers to set goals related to improved student learning, and in collaboration with one's partner, evaluate if these objectives have been met.

新教员的教员评估采用包含四个教学领域的夏洛特·丹尼尔森（Charlotte Danielson）模型，同时针对鼎石的使命增加了一个领域。返校教师的评估流程则并未有此类完整体系。由于校方认识到，提高流程的体系化是一种可取的做法，因此学校成立了教员评估委员会，旨在将课堂观察和评估程序正规化。对丹尼尔森模型的初期改进主要集中在教师之间的指导上。此外，校方还实施了"伙伴"项目。此项目的重点是目标设定，以及教师之间的相互访课。它旨在帮助教师设定与改善学生学习相关的目标，并与其伙伴合作评估是否已实现了这些目标。

A5.   School Improvement Process

A5.   学校改进流程

At Keystone several structures are built into the school's organization that utilize broad-based and collaborative planning at all levels. Early discussions on topics as fundamental as the school's mission and vision involved individuals from various elements of the broader Keystone Academy community. The involvement of faculty members on a number of schoolwide committees is a significant means of ensuring faculty participation in the planning and decision-making processes. Several faculty members serve on the Head of School Advisory Committee, enabling them to have direct input to the Head of School. In each division organizations such as the Student Council and Dorm Council enable students to become actively involved in the planning and ongoing development of the school. An interesting example of how the broader community, including students, is engaged in planning for the further development of the school is an exploration of the definition of learning.

在鼎石，学校组织包含若干结构，调动广泛存在于各个层面的协作规划。在早期有关学校使命和愿景等基础议题的讨论中，参与讨论的人员来自大鼎石社区不同领域。让教员加入多个全校性的委员会是确保教员参与规划和决策过程的一个重要手段。多名教员加入了校长咨询委员会，可以直接向校长提出意见。在学生会和宿舍委员会等各学部组织中，学生可以在学校的规划和持续发展中发挥积极作用。包括学生在内的大社区也可以参与学校的未来发展规划，比如，一个有趣的例子是他们可以一起探讨有关学习的定义。

The Parent Teacher Association, which all parents and teachers are welcome to join, was established early in the life of the school. Over the years the PTA has participated in numerous events, presentations and internal educational endeavors. The role of the PTA is currently being expanded to help organize the involvement of parents in the school more systematically.

家长教师委员会（PTA）在建校之初即已成立，所有家长和教师都可以加入。多年来，PTA 参与了众多活动、演讲和校内教育活动工作。PTA 的作用正在日益增强，通过它的组织，家长可以更系统性地参与学校工作。

Official strategic planning efforts were initiated in a Head of School developed document called Strategic Thinking of 2014, revised in 2016. This plan, revised according to the school's strategic needs after two years of operation, addressed plans for rapid growth, the changing demographics of the student body and the role of the scholarship program in building the character profile of the school. The school believes that in three years it achieved nearly all the objectives set forth in that plan. In 2018 a draft of a subsequent strategic planning document, Visible Horizons, was prepared by the school leadership team, building on the success in achieving the goals of the earlier strategic plan. Its goals were to use data to guide future efforts in development with a clear path and defined targets. The Data Task Force identified data that should be collected across the school.

官方战略规划工作在一份名为《2014 年战略性思考》的文件中启动，这份文件由鼎石校长编写，并于 2016 年根据学校运营两年后的战略需要进行了修订。其内容主要包括快速发展计划、学生群体的不断演变，以及奖学金方案在塑造学校个性特征方面的作用。校方相信，其在三年内实现了该计划中设定的几乎所有目标。2018 年，学校领导团队在成功实现早期战略规划目标的基础上，起草了后续的战略规划文件《可见的前景》。这份文件旨在利用数据，为未来的发展工作提供明确的路径和目标指引。数据工作组确定了应在全校收集的各项数据。

Through the effective management of resources by the school's leadership, led by the

Chief Financial Officer, the school is adequately funded to meet the objectives of the strategic plan. Financing includes a generous allowance that supports student scholarships, supporting the school's mission to become more diverse ethnically and socioeconomically. The CFO has generated a financial plan that spans three years of programming.

学校领导层由首席财务官牵头实施有效资源管理，使学校获得足够的资金来实现战略计划目标。这些资金包含一笔拟用作学生奖学金的丰厚津贴，为学校履行其种族和社会经济多样化的使命提供支持。首席财务官制定了一份横跨三年的财务计划。

The current schoolwide action plan was developed following the completion of the school's self-study. The findings of the self-study were analyzed, and twelve goals were identified. A matrix was developed to ensure that the actions to be undertaken, the time and resources required and the people responsible were clearly identified. As such, there is a clear correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

现行的全校行动计划是在校方完成自主学习和自审流程后制定的。校方对自审结果进行了分析，然后确定了 12 个目标。他们建立了一个矩阵，对所要采取的行动、所需的时间和资源以及负责人进行了明确定义。因此，时间/财政/人事/物质资源的分配与全校行动计划的实施、监控和完成有密切的相关性。

A6.　Resources
A6.　资源

Keystone Academy is moving towards a zero-based budgeting system. During the 2015-16 school year, the school adopted a Spending Plan. Included within the Spending Plan is the stipulation that purchases in excess of 20,000 RMB require approval from the Chief Financial Officer (CFO) or Head of School. More costly purchases are decided by the CFO and Head of School collectively. The Enterprise and Resource Planning System (ERP), an integrated database that integrates information related to human resources,

finance, facilities, purchasing, tuition and scholarships, is the tool that the school uses to coordinate the activities of a diverse and increasingly complex educational institution.

鼎石正在向零基预算系统转型。2015-16 学年，校方通过了一项《支出计划》。该计划规定，超过 2 万元人民币的采购项目需要获得首席财务官（CFO）或校长的批准。更高价的采购项目须由 CFO 和校长共同决定。企业和资源规划系统（ERP）是一个集成了人力资源、财务、设施、采购、学费和奖学金相关信息的综合数据库。如今的教育机构日趋多元化和复杂，学校通过 ERP 这个工具对机构活动进行协调。

Though initially allocation decisions were almost exclusive within the purview of the school's leadership team, faculty and other administrators are increasingly involved in budgeting and the expenditure of funds. Each division has its own budget with the budgets for teacher resources managed by the Division Heads. It has been suggested that Department Leaders should become more involved in the budgeting process.

起初，资源的分配几乎完全由学校领导团队决定。但现在，教师和其他管理人员可以越来越多地参与有关预算和资金支出的决策。每个学部都有自己的预算，教师资源预算由学部校长管理。有建议指出，学科组长应更多地参与预算编制过程。

An external financial audit is conducted annually with the results shared with the Board of Trustees and Head of School. The CFO is responsible for managing the Spending Plan. Thanks to careful planning and detailed oversight, this Spending Plan resulted in the school breaking even in only its fourth year of operation. The school operates with a sustainable financial matrix based on a three-year programming span. This plan is updated three times annually based on the changing needs of the school.

学校每年进行一次外部财务审计，审计结果与校董会和校长分享。CFO 负责管理《支出计划》。由于该计划缜密细致，同时监督到位，因此学校在运营第四年就实现了收支平衡。学校的运营采用一个横跨三年的可持续财务矩阵。由于学校的需求不断变化，该计划每年更新三次。

Keystone Academy is impressively built and equipped. Students learn in classrooms well

supplied with the various resources that facilitate engaging and productive learning. The campus is replete with the facilities needed for a world-class school. The only serious facility issue is related to the Performing Arts Center which will need to be renovated due to initial construction failings. Additionally, secondary school lecture halls as initially designed were not found to be ideal for educational purposes. Consequently, they will be redesigned and renovated in the coming year.

鼎石的建筑物和设施令人印象深刻。学生们在资源丰富的教室里学习，有助于提高学习的互动性和效率。校园内提供世界一流的设施。目前校园内存在严重问题的唯一设施是表演艺术中心，由于早期施工不当，该中心现在需要进行翻修。此外，当初设计的中学部阶梯教室经实践被认为并不适合教育用途。因此这些教室将在明年进行重新设计和翻新。

The school follows Chinese national standards with respect to maintenance and the regular assessment of equipment. External auditors regularly assess the fire system, elevators, water quality, air conditioning system and student recreation equipment. The school is undertaking a full audit of the use of school spaces in order to use some spaces more effectively and accommodate a growing student population. Planned improvements on the campus include a renovation of the dining hall facilities and the purchase of higher quality furniture.

学校在设施维护和定期评估上遵循中国国家标准。外部审查员定期评估消防系统、电梯、水质、空调系统和学生娱乐设备。校方正在对学校空间的使用进行全面审查，以更有效地利用空间，适应不断扩大的学生群体。已规划的校园改进包括翻新餐厅设施和购买更高品质的家具。

Student safety and security were key elements in the initial design of the campus, which is walled and gated, with security booths at its gates. Most areas are supervised by 514 security cameras and a full-time, round-the-clock security detail. A full-time nurse to assist with medical matters, and all teachers are trained in First Aid, AEDs and CPR. An advanced HEPA filter system provides clean air for students and faculty throughout the school.

学生安全与安保是校园初始设计中的关键要素，校园设有围墙和大门，每个门都设置了保

安亭。大部分区域由 514 台安保摄像头监控，并配备全天候待命的保安人员。一名全职护士协助处理医疗事宜，且所有教师都接受过急救、自动体外除颤器和心肺复苏术培训。先进的 HEPA 过滤系统为整个学校的学生和教师提供清洁的空气。

Teachers affirm that the school provides instructional materials and equipment that are adequate and appropriate. The same is true for educational technology with software, apps and hardware available to support the needs of teachers and students. The school operates three libraries, one for the primary, one for the middle school, and one for the high school. While educational equipment and supplies are readily available, an asset management system would be helpful in keeping track of the school's wide range of resources.

经教师肯定，学校能够提供充足且合适的教学物资和设备。此外，软件、应用程序和硬件等教育技术手段也有助于支持教师和学生的需求。学校设有三个图书馆：小学图书馆、初中图书馆和高中图书馆。尽管校方可以随时提供教育设备和用品，但如果能够建立一个资产管理系统，将有助于跟踪记录学校的丰富资源。

A7.   Resource Planning
A7.   资源规划

Long range planning has been a priority from the very beginning of the planning for Keystone Academy. This planning has resulted in the successful opening of the school and its continued growth over the past several years. The Board of Trustees has been intimately involved in the planning process on a consistent basis, having formed and implemented the Vision, Mission and Values of the school and the subsequent strategic plans. The Board has helped arrange the comprehensive financing necessary to undertake significant construction and program enhancement projects.

自鼎石筹备初期以来，长期规划一直是其优先考虑的事项。长期规划促成了学校的成功开办以及过去几年的持续发展。校董会一直密切关注规划过程，同时参与制定并落实了学校的愿景、使命、价值观以及后续战略计划。此外，校董会还协助安排了开展重大建设和方案改进项目所需的全面融资。

Collaboration in the planning process has also been a hallmark of the school. All of the original members of the Keystone Academy founding team of educators were involved in the drafting of the school's Vision, Mission and Values. The two earlier strategic plans were the result of a collaboration between the Head of School and the School Leadership Team. Collaboration continues to be the means through which the current Schoolwide Action Plan has been developed. Cross-school committees comprised of faculty, staff, administrators and occasionally students and parents, were formed to address the areas for growth identified in the self-study. The reports of these committees were analyzed by the leadership team and five key areas for growth were identified. During a schoolwide workshop, faculty members, working in eighteen groups, discussed these areas for growth and submitted suggestions for addressing them. Based on these reports the leadership team prepared a Schoolwide Action Plan. All Keystone employees have access to the minutes of the School Leadership Teams A & B.

规划过程中的协作也是鼎石的一个特色。鼎石创始教育团队的所有原始成员都参与了学校愿景、使命和价值观的起草工作。两项较早期的战略计划就是校长与学校领导团队的合作成果。合作仍然是制定现行《全校行动计划》的手段。全校性的委员会由教师、行政人员、管理人员组成，有时候学生和家长也会参与其中，主要负责研究自审中确定的发展领域。领导团队对这些委员会的报告进行分析，并确定了五个关键的发展领域。在一次全校范围的研讨会上，来自 18 个小组的教员讨论了这些发展领域，并提出了相关建议。根据这些报告，领导团队制定了《全校行动计划》。所有鼎石员工都有阅读学校领导团队 A 和 B 会议记录的权限。

The Marketing and Communications Department at Keystone Academy has consistently utilized a variety of marketing and communication strategies to further the initiatives of the school. It has used media platforms including WeChat and the school's official website. It publishes weekly articles in both Chinese and English and has published publications that highlight the academic and cultural diversity of programs at the school. It has initiated a series of marketing and branding events to build the school profile and create a positive community at the school. Marketing has also established partnerships with institutions

outside of the school.

鼎石的市场及传播部一直采用各种营销和传播策略来推动学校举措的开展。该部门使用包括微信和学校官方网站在内的媒体平台，每周出版中英双语文章，并在出版物上重点宣传学校课程的学术和文化多样性。该部门发起了一系列的营销和品牌推广活动，以打造学校形象，同时在校内创建起了一个积极的社区。市场部工作还与校外机构建立了合作关系。

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

类别 **A**：学生学习的组织

Areas of Strength for Organization for Student Learning:

学生学习的组织——优势领域：

- Clearly articulated Mission, Vision and Values, and a schoolwide commitment to the school's philosophical underpinning, ensuring that key decisions are always made with the school's purpose as the key point of reference.

  拥有清晰的使命、愿景和价值观，全校上下奉行学校的基本价值观，确保在做重大决策时始终以学校宗旨为准绳。

- A commitment to strategic planning and the achieving of established goals.

  贯彻战略规划，努力实现既定目标。

- A commitment to collaboration at all levels of the school.

  学校各级通力合作。

- A Board of Trustees fully supportive of the school's purpose and committed to providing the support needed for the school's leadership team to be successful while leaving the day to day operation of the school to the administrative team.

  校董会充分支持学校宗旨，致力于提供学校领导层取得成功所需的支持，同时放权管理团队开展学校的日常运营。

- A series of handbooks that provide a valuable resource to each segment of the Keystone Academy community.

  一系列手册为鼎石学校社区的各个部分提供宝贵资源。

- Facilities that are safe, functional and appropriate for the instructional program provided by the school.

校内设施安全可靠、功能齐全，适用于学校的教学课程。

- An innovative and conscientious Marketing and Communications Department engaged in fulfilling the school＇s external goals.

  市场及传播部创新勤勉，致力于实现学校的对外目标。

Key Issues for Organization for Student Learning:

学生学习的组织——关键问题：

- Develop a standardized assessment process to help assess Chinese language learning and use this data to impact student learning.

  制定标准化的评估流程，帮助评估中文学习效果，并利用该数据指导学生学习。

- Board of Trustees develop and utilize a process of board self-evaluation.

  校董会开发并实施校董会自我评估流程。

- Board of Trustees receive more formal training on the role and responsibilities of the Board.

  校董会进一步接受校董会角色和职责方面的正式培训。

- Explore the viability of redesigning the school＇s organizational chart to meet the needs of a growing, complex educational institution.

  探究重新设计学校组织结构图的可行性，以满足不断发展、愈发复杂的教育机构需求。

- Develop means to increase the effectiveness of bilingual communication among administration, faculty and staff.

  制定措施提升管理人员、教职工之间双语沟通的有效性。

- Develop guidelines regarding the latitude teachers have in adjusting their curriculum.

  针对教师调整课程内容的自由度，制定指导准则。

- Create a more formal process for ensuring that all faculty, staff and other adults working at the school are trained in child protection safety measures.

  建立更正式的流程，确保所有教职工和其他在校园工作的成年人获得儿童保护安全措施方面的培训。

- Employ appropriate data collection and analysis; Ensure that teachers are trained in the utilization of data and confirm that they utilize appropriate data to adjust instruction and enhance student learning.
  开展适当的数据收集和分析；确保教师接受数据使用方面的培训，确认其利用合适的数据调整教学，促进学生学习。

- Review and revise the teacher evaluation process as appropriate.
  审核教师评估流程，进行必要的修订。

- Utilize an effective system to keep track of the school's resources.
  利用有效的体系跟踪记录学校的资源。

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

自审和访校过程中所发现的、支持上述优势和关键问题的学生学习方面的重要证据，包括：

- Meeting with faculty
  与教师的会谈

- KA Self-study Section A: Organization
  鼎石自主学习和自审 A 部分：组织

- KA Vision, Mission and Values Feb 2019
  鼎石愿景、使命和价值观（2019 年 2 月）

- KA Faculty Handbook
  鼎石教员手册

- KA Community Handbook
  鼎石社区手册

- KA Teacher Handbook
  鼎石教师手册

- KA Global Competencies Faculty Data
  鼎石教员全球竞争力数据

- KA Bylaws Aug 2013

鼎石附则（2013 年 8 月）

- KA Code of Conduct

  鼎石行为准则

- KA Org Chart 2018-19

  鼎石组织结构图（2018-19）

- Various KA job descriptions

  鼎石各岗位描述

- Teacher Review and Support Committee Description

  教师审核与支持委员会描述

- KA Child Protection '18

  鼎石儿童保护（2018）

- KA Proposed Faculty Evaluation Model 2018-19

  鼎石教员评估模式提案（2018-19）

- KA Strategic Planning Topics of WASC Committee Reports

  有关 WASC 委员会报告主题的鼎石战略规划

- Meetings with Section A Focus Groups

  与 A 部分焦点小组会谈

- Meetings with CFO and COO

  与 CFO 及首席运营官（COO）会谈

- Review of Budget and Audit

  预算与审计审核

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT
类别 **B**：课程、教学与评估

B1.   What Students Learn
B1.   学生所学内容

Keystone Academy delivers the Chinese National Curriculum alongside the International Primary Curriculum (IPC) and the IB Middle Years Programme (MYP). In Grades 11 and 12, Keystone delivers the IB Diploma Programme (DP). This is in line with the school's statement that it "blends distinctive traditions in eastern, western and international education."

鼎石学校以国际小学课程（IPC）和 IB 中学项目（MYP）为框架，教授中国国家课程。对于 11、12 年级，鼎石开设 IB 大学预科项目（DP）。这一课程设置符合学校的愿景陈述："融合东方、西方及国际教育传统之精粹"。

The school has made tremendous progress revising and organizing a comprehensive and sequential documented curriculum. While the school was founded with a set of standards, it is in process of reviewing these. This is due to an increase in requirements to deliver the Chinese National Curriculum, determination that some standards were not meeting the needs of students, and other factors. English and Science completed a school-wide curriculum review (completed in its third year), Math and Music were added the year after and are still in progress, and the Chinese National Curriculum integration was begun this year.

学校致力于修订和组织编写全面的、循序渐进的课程，并进行留档，在此方面取得了长足并惊人的进展。学校以一套标准为建校之本，目前校方正在回顾审核这套现行标准，这主要是由于对中国国家课程大纲内容教授的要求在增强和深化，以及部分标准无法满足学生需求等其它原因。英语和科学学科完成了全校课程回顾审核（在课程回顾的第三年完成），后续学年加入了数学和音乐学科，目前仍在进程中。今年也启动了与中国国家课程大纲的整合工作。

Curriculum documentation for most subjects is complete – however, it is varied in location and depth as subjects are progressing through the curriculum review cycle. The documentation is found on Atlas and in more detail on Office 365 for Primary School, and on ManageBac and in more detail on Microsoft Teams for the Secondary School.

大多数科目的课程记录留档工作已经完成，不过，由于各科正处于课程审核周期之中，其存放位置和内容的深度各不相同。小学部的课程存档文件可在 Atlas 平台上找到，更多详细信息位于 Office 365 平台；而中学部的文件则位于 ManageBac 平台，更多详细信息位于 Microsoft Teams 平台。

It is recommended that curriculum coordinators and lead teachers are provided the time to consistently complete and organize curriculum documentation. This will aid in communication, as appropriate, to various stakeholders. A crucial part of this process is clear articulation of the standards vertically across the school. It is also recommended that the clear curriculum review cycle that details what happens in each year of the five-year review cycle and which subjects are scheduled in what timeframe in the future be more fully documented and communicated.

建议为课程协调员和学科带头教师提供充裕时间，让其能够连贯性地完成和组织课程的记录留档工作。这也有助于向各利益攸关方做出针对课程的沟通。其中的关键部分是全校范围内各标准清晰的纵向衔接。此外，建议更全面地制定且宣布已明确的课程回顾审核周期，分享详细的五年审核周期中每一年的行动，以及未来科目审核的时间表。

The documented curriculum, student work displayed, and classroom observations confirm that an area of strength is the embedded global perspectives. Two of the school's three keystones, bilingual immersion and Chinese culture or the Chinese Thread, are clearly a strong value of the school, both in their prominence in literature and throughout the school, as well as in curriculum structures.

通过已记录留档的课程、学生作品展示和课堂观察，可以确认学校的一个优势领域是由内而发的全球视野。学校有三大基石，其中两项是沉浸式中英双语课程和中国文化（或"中国主线"），这些无疑是学校的巨大优势，在书面文件、校园和课程结构中均占据主导地

位。

There is a congruence between the global perspectives, school learner outcomes, and instruction in the school. This is demonstrated through the second keystone – character and community – combined with the school's five Shared Values. These values are broken down into desired behaviors and posted throughout the Primary School, reinforced at assemblies in the Primary School and Secondary School, and reflected on by secondary school students as a graduation requirement. Collection of data about bilingual IB Diploma rates and narrative responses from students reflects the school meeting its learner outcomes around bilingualism as well as the Chinese Thread.

学校将全球视野、学生学习成果与教学相融合。这一点体现在学校的第二大基石中——品德和社区归属感，并与学校的五大共同价值观结合。学校将这些价值观具化为期望的行为，在小学部各个区域张贴以贯彻；也在小学部和中学部的全校集会上强化宣传；还将其作为学生的一项毕业要求。根据收集到的双语 IB 文凭获得比例和学生反馈，学校达到了双语教学和"中国主线"方面的学习者目标。

Student work is displayed throughout the school and represents an engagement with learning and with real world issues. The written and assessed curriculum clearly engages issues of global significance and includes analysis and application in the context of real-world issues. The spirit of inquiry and grappling with world issues is clearly alive at Keystone.

学生作品在校园的各个角落展出，这说明了学生积极参与、联系学习与现实世界问题。书面课程和评估课程均明确包含了重要的全球性问题，以及在现实世界问题中的分析和应用。显而易见的是，鼎石崇尚对全球性问题进行探究和解决的精神。

The reflection of faculty on the AERO standards in English and implementation of WIDA can-do statements for EAL students represent areas in which the curriculum is being modified to meet the needs of all learners. Support from the Center for Student Development (CSD), Learning Assistants and strong language support meeting the needs of all students is another example of this.

为了让课程满足全体学生的需求，学校对课程进行了调整，比如对英语课的 AERO 标准进行了反思，以及对英语为第二语言的学生的学习应用了 WIDA 能力描述指标。另外，学生发展中心（CSD）、学习助理以及满足全体学生需求的强大语言支持，都是此方面的有效示例。

Keystone has clearly articulated the achievement standards and requirements for student progression through the grades and for graduation. It tracks student achievement academically and in the three keystones in order to ensure student success is in line with the keystones and values of the school.

鼎石明确规定了学生升入下一年级和毕业所需达到的成绩标准和要求。学校跟踪记录学生的学术成绩和实践三大基石的情况，确保学生在取得成功的同时恪守学校教育基石中的要求与共同价值观。

Interdisciplinary integration is built into the school's programs – an integral and required part of both the IPC (Primary School) and MYP (Secondary School) curricula. In addition to being documented in the curriculum, the visiting team also observed several examples of interdisciplinary units in action. These utilized assessment criteria from multiple subjects and provide meaningful inquiry at several grade levels. This is also enhanced by the Chinese Thread - integrating the history, arts and cultural traditions of China into many subjects. In addition, the school has added a Capstone Project (CP) to demonstrate learning within the Chinese Thread to the MYP Personal Project (PP) for Grade 10, which allows students to demonstrate interdisciplinary flexibility.

学校的课程实行跨学科整合，这是 IPC（小学部）和 MYP（中学部）课程的强制性要求，也是其必不可少的元素。除课程存档文件外，访校团队还观察到了跨学科教学的几个实际案例。这些教学综合采用了多个科目的评估标准，在多个年级提供了有意义的探究机会。"中国主线"也强化了跨学科融合——它将中国的历史、艺术和文化传统融入到多个科目之中。此外，学校在 MYP"个人设计"项目（PP）的基础之上，增设了一个"综合设计项目"（CP），展示了 10 年级学生在"中国主线"方面的学习，展现出自己跨学科的灵活性。

As noted above, while the policies for graduation, homework and credits are clear, there is further work to be done on the curricular review cycle and (as will be noted later) assessment consistency. The Primary School, Middle School and High School Curriculum Handbooks are very thorough, consistent in format and clear in communication, and, as with all Keystone documents, appear in both English and Mandarin.

如上所述，虽然学校对毕业、作业和学分有明确的规定，但在课程回顾审核周期和评估连贯性（下文将阐述）方面仍有待完善。小学部、初中部和高中部课程手册内容详尽、格式统一、表述清晰，且与所有的鼎石文件材料一样，采用中英双语。

Teachers utilize the scheduled Collaborative Planning Time (CPT) - with Primary School reporting they can access time periods of up to an hour, and Secondary School reporting 40 minutes every six days. In order to continue to see progress in curriculum consistency and moderation / standardization, prioritizing collaborative time should be a priority.

教师均有效利用设置在日常时间表之中的"协作计划时间"（CPT）——据小学部报告，其能获取的协作时间最长达到一小时；中学部报告称，每 6 天能获得 40 分钟的协作时间。为继续看到在课程连贯性及调整/标准化方面的进展，应以保障协作时间为先。

As the school has just recently graduated its first cohort, there has not been the ability to build up longitudinal data from alumni feedback, but it would be beneficial to begin this practice. Teachers and students articulated the main transition is from Grade 5 to Grade 6; seeking student feedback on this transition and preparation for secondary school would be beneficial.

由于学校第一届毕业生刚刚毕业，目前无法通过校友反馈建立纵向数据，不过学校应开始着手建立。教师和学生明确反馈说，主要过渡阶段是从五年级到六年级；应开始征询学生对这一过渡阶段和中学入读准备的反馈。

B2.   How Students Learn

B2.   学生学习方式

Keystone Academy actively supports professional growth for its faculty on several fronts. One is by accessing the professional development (PD) available through their curriculum organizations (IPC and IB). Teachers generally are hired with experience, receive external training before or after arrival at Keystone, or benefit from internal expertise and training in these programs.

鼎石学校在几个方面积极支持教师的职业发展，其中一个方面是让教师通过课程项目官方组织（IPC 和 IB）获取职业发展（PD）的机会。鼎石聘用的教师一般具有一定经验，在加入鼎石前后接受过上述项目校外培训，或通过校内知识经验获取上述项目的经验与培训。

In addition, the school has provided PD opportunities, including trainers in their respective curricula, as well as a focus on specific protocols, e.g. SIOP and language acquisition with Virginia Rojas. Documents that track PD opportunities show evidence of the financial commitment to continual training of faculty. Programs such as SIOP and GLAD and the Homework Policy demonstrate this commitment to research-based best practices. Another area of training has been utilization of MAP and other data to impact instruction.

此外，学校还提供职业发展的机会，包括不同课程体系中的培训师以及特定规程的专门课程，如 Virginia Rojas 开展的庇护式教学观察流程（SIOP）和语言习得培训。记载职业发展机会的文件显示，教师接受培训获得了持续性的财务支持。SIOP 和引导性语言习得设计（GLAD）等项目以及《作业政策》，均表现了学校重视基于研究的最佳实践。另一培训领域则是如何利用 MAP 测试及其它数据辅助教学。

Teacher collaborative time used for modifying instruction based on formative assessment is present in some areas at Keystone. In the Primary School, teachers regularly collaborate across English and Chinese language teams, as well as across grade levels to discuss modifying instruction. Similarly, the Secondary School has created protocols for standardizing assessments and has begun to implement policies of a common formative and summative assessment for each unit. Documentation indicates that this is not consistently implemented across all subjects. Both Primary School and Secondary School teachers mentioned the need for more collaborative time and structures to

consistently implement this and see the use of formative assessment to modify curriculum and instruction as an area of focus for school growth.

鼎石的一些部门或小组利用教师协作时间根据形成性评估调整教学方式。在小学部，中英文教师团队之间、以及不同年级之间定期协作，讨论如何调整教学方式。同样，中学部制定了规程，实现评估标准化，并开始对各个单元实施共同的形成性和总结性评估政策。根据文件记录显示，各科目未能统一实施这一标准。小学部和中学部的教师均表示需要更多协作时间和安排，以便统一实施这一体系，并认为利用形成性评估调整课程与教学方式是学校发展的重点领域。

Teachers expressed appreciation for the recent professional growth training on technology, and there is some discussion of variety and intentionality of learning strategies. There was some evidence of this in classroom visits, but a school-wide definition of learning coupled with a more structured observation process that involves both supervisor and peer are necessary to determine this with more certainty.

对于近期科技方面的职业发展培训，教师反馈表示满意；另外，也有人讨论了学习策略的多样性和针对性。通过课堂走访，委员会发现了一些这方面的依据，不过，学校通过给学习下一个全校层面上的定义，结合更体系化的课堂观察过程，同时上级主管和同事都参与其中能够更明确这一领域的方向。

Keystone utilizes the NeXT team to support teachers and incorporate technology into teaching and learning. This is in addition to the provision of technology for teachers and students. MacBook Air and iPad carts are available in Primary School, and in the Secondary School each student has their own laptop. A Director of Educational Technology has been appointed to strengthen technology integration at the school.

鼎石通过 NeXT 团队支持教师，将科技应用于教学——这是在为师生提供科技设备基础上更进一步的支持。小学部配备了 MacBook Air 和 iPad 发放车，中学部每位学生配发笔记本电脑。另外，学校任命了一位教育科技总监，以强化学校对科技的整合应用。

Documents and exemplars in the IPC and task-specific rubrics in the MYP communicate

clearly to students the learning expectations. However, these can vary across subjects and grade levels, and need more consistency in the DP.

IPC 的课程文件和范例以及 MYP 中针对具体任务的评估标准，将学习的期望目标明确告知学生。不过，不同科目和年级的学习目标各不相同，并且，DP 项目的学习目标需要提升一致性。

Student needs are supported in a variety of ways. In the Primary School, there is a close atmosphere of support with both a classroom teacher and a Learning Assistant in each classroom. In the Secondary School, students are grouped with an advisor along with between five and ten other students, giving students access to an adult regularly. The Center for Student Development (CSD) tracks and evaluates the success of interventions for students struggling academically. In addition, the Secondary School has two periods a week scheduled for Academic Revision and Extension (ARE) where students can get additional support.

学校通过多种方式支持学生需求。在小学部，每间教室内配备一名班主任教师和一名学习助理，营造出融洽的支持氛围。在中学部，5-10 名学生分成一组，每组配备一名指导教师，让学生能够定期获得一名成年人的支持与帮助。对于学业上有困难的学生，学生发展中心（CSD）对干预效果进行跟踪和评估。此外，中学部每周设置两次学业辅导和拓展（ARE）的时段，让学生获得更多支持。

Students utilize the resources of the library, digital resources and the right contextual resources of their location in Beijing. Other Experiential Learning Programs go further afield; all utilize the unique resources of Keystone Academy.

学生能够使用图书馆的资源、数字资源和北京当地的合适背景资源。其他的体验式学习项目则走得更远；各项目均利用到了鼎石学校的独特资源。

B3.　**How Assessment Is Used － Reporting and Accountability Processes**

B3.　**评估使用情况——报告与责任流程**

The Assessment Policy describes an excellent and thorough overall philosophy of

assessment. Keystone Academy describes four types of assessment: diagnostic, formative, summative and peer assessment and provides examples of each of these types of assessment. Teachers use a variety of assessments to achieve these goals. Evidence from teacher discussions, ManageBac, and standardization documents in Microsoft Teams indicates a desire for more consistent use of formative and summative assessment. Discussions included the desire for more structures and time to allow teachers to ensure consistency as well as modify instruction and assessment based on formative assessment and standardization. Also discussed was the desire for consistent structures and expectations around reporting of student achievement.

评估政策详细地高质量阐述了评估的总体理念。鼎石学校阐述了四类评估方式：诊断性、形成性、总结性和互评，并提供了每类评估的例子。 教师利用各类评估实现这些目标。教师讨论、ManageBac 和 Microsoft Teams 中的标准化文件显示，教师希望更加统一地使用形成性和总结性评估。希望有更多时间和安排，让教师能够确保统一性，并根据形成性评估和标准化改进教学方式和评估方式。另外，在学生成绩报告方面，教师在讨论中也希望有更统一的体系和期望。

Diagnostic testing includes MAP testing twice each year for each grade level from Grade 2 - 10, WIDA testing or similar testing for English language placement and program evaluation. Through recent professional growth opportunities, and as voiced by teachers, it is a goal to grow the capacity of teachers to analyze this data and use it to inform teaching and learning.

诊断性考试包括面向 2-10 年级学生的每年两次的 MAP 考试、针对英语水平分级和课程评估的 WIDA 考试或类似考试。从近期的职业发展机会及教师意见可知，提升教师分析该数据并以之作为教学依据的能力是一大目标。

In addition to semester reports twice per year, Keystone provides a progress report halfway through each semester. After the first progress report, teachers lead Parent Teacher Conferences and after the second progress report, students lead Student Led Conferences. Keystone uses these reports and data to monitor the progress of all students.

除每年两次的学期报告外，鼎石还在每学期期中提供进度报告。在第一次进度报告后，教师主导召开家长会，在第二次进度报告后，学校召开由学生主导的家长会。鼎石利用这些报告和数据跟踪监测全体学生的学业进度情况。

B4.   How Assessment Is Used — Classroom Assessment Strategies
B4.   评估使用情况——课堂评估策略

Teachers utilize appropriate assessment strategies. Evidence from curriculum documentation and observations demonstrates a variety of assessment types that align with the content, skill or concept that is being assessed. This is true in the planning of the IPC and IB MYP, while less required from the IB DP. The walls of Keystone contain plenty of evidence of a variety of assessment types.

教师采用了合适的评估策略。根据课程文件和观察，有多种与所评估内容、技能或概念相对应的评估类型。这一点主要存在于 IPC 和 IB MYP 的备课计划中，而 IB DP 对此要求较少。鼎石校内的墙上张贴有各类评估类型的充分证据。

Students are assessed against a variety of student learning outcomes, including the three keystones of bilingualism, community and character, and the Chinese Thread. Though this requires creative assessment, the school is using a variety of types of assessment, e.g. presentations and reflections, to ensure students are meeting these outcomes.

学校根据各种学习成果对学生开展评估，包括双语能力、品德和社区归属感、"中国主线"这三大基石。虽然这要求评估具有创造性，学校依然能采用多种评估方式，如做演示报告和反思，以确保学生达到预期的学习效果。

Teachers and the self-study mention the need to use student achievement data (more than just summative MAP or summative data, but rather more frequent or formative data) to modify curriculum and instruction. In addition, the Assessment Policy states that feedback needs to be timely, but there are no structures to insure this is the case.

教师和自审报告提到了需要利用学生成绩数据（不仅包括总结性的 MAP 测试或总结性评估数据，也包括更多日常数据或形成性评估数据）来调整课程和教学方式。此外，评估政策

还规定需要及时给学生以反馈，不过目前没有相应的体系来确保这一点。

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

类别 **B**：课程、教学和评估

Areas of Strength for Curriculum, Instruction, and Assessment:

课程、教学和评估方面的优势领域：

- Teachers across the Primary School and Secondary School provide a variety of authentic assessments that are engaging to students and visible around the school.

  小学部和中学部的教师提供多种基于真实情况的评估方式，这些评估方式对学生有吸引力，且在全校都能看到这样的示例。

- Across the Primary School and Secondary School, global perspectives are embedded in the written, taught and assessed curriculum through the strength of the curriculum (IPC, IB MYP and IB DP) and the commendable dedication to the third keystone of the Chinese Thread. While this is a curriculum documentation challenge, the result is an incredibly rich experience that was readily and universally valued and praised by students, parents and faculty.

  在小学部和中学部，书面课程、教授课程和评估课程均通过各课程体系（IPC、IB MYP、IB DP）的优势将全球视野融入其中，同时致力于第三大基石——"中国主线"，这一点值得称赞。 虽然这会给课程文件的编制留档带来挑战，但其作为一项无比丰富的学习体验，迅速受到了学生、家长和教师的普遍赞赏和好评。

- Required and supported by the IPC and IB, teachers have created interdisciplinary unit plans that provide a rich student experience while not compromising the individual subjects.

  在 IPC 和 IB 的要求和支持下，教师制定了跨学科单元计划，为学生提供了丰富体验，同时又不牺牲单个科目的学习。

- School leadership provides generous access to high quality professional growth opportunities through funding, bringing experts to campus and through internal expertise.

学校领导层提供资金，邀请专家进校园，并鼓励校内分享知识经验，提供高质量的丰富职业发展机会。

- School leadership and teachers have developed creative ways to assess the three keystones as a graduation requirement, ensuring assessment focuses on the entire school vision not just academic achievement.

  学校领导层和教师制定了创造性的方式，评估学生在三大基石方面的表现，作为一项毕业要求，确保评估以整个学校愿景为标准，而不只是学术成绩。

- Real-time information is available to parents and students through electronic platforms.

  家长和学生通过电子平台可获得实时信息。

Key Issues for Curriculum, Instruction, and Assessment:

课程、教学和评估方面的关键问题：

- Curriculum leadership teams lead the process of 1) clarifying curriculum review cycle, timing, subjects and expectations; 2) ensuring consistent vertical alignment of standards across subjects; 3) consistent location and documentation of the written curriculum.

  课程领导团队领导以下过程：1）明确课程回顾周期、时间、科目和期望；2）确保各个科目标准的纵向衔接一致性；3）书面课程的存档位置统一化。

- Curriculum leadership teams continue to lead curriculum development and integration of the Chinese Thread across the school.

  课程领导团队继续领导课程开发和"中国主线"在全校的融合。

- School leadership ensures consistent expectations across divisions and subject/grade levels regarding assessment standardization, recording and reporting practices.

  学校领导层确保各个学部和学科/年级对评估的标准化、记录和报告设有统一期望。

- School leadership reviews the Assessment Policy to articulate specific divisional practices and implement structures for accountability.

  学校领导层审核评估政策，明确统一学部的具体做法，落实责任体系。

- School leadership provides structures and accountability for using assessment to impact the written, taught and assessed curriculum and for Professional Growth, including creating and moderating / standardizing formative assessments, analyzing student performance data, and providing support for teachers to engage in these processes.

  为有效运用评估指导书面课程、教授课程和评估课程，以及职业发展目的，学校领导层提供相关体系和责任体制，包括形成性评估的创建与调整/标准化，分析学生表现数据，为教师参与这些流程提供支持。

- School leadership deepen the faculty induction process to increase fluency in the IPC, IB MYP and IB DP and dual-language immersion programs in the Keystone context.

  学校领导层深度开发教师入职流程，提升鼎石校内 IPC、IB MYP 和 IB DP 以及沉浸式中英双语课程的连贯一致性。

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

自审和访校过程中所发现的、支持上述优势和关键问题的学生学习方面的重要证据，包括：

- Office 365 and Microsoft Team drives with scope and sequence, curriculum details and moderation and standardization details

  Office 365 和 Microsoft Team 平台，其中的文件记载了教学范围和顺序、课程详细内容，以及调整和标准化的详细内容

- ManageBac and Atlas.

  ManageBac 和 Atlas

- Appendix KA Progress Update Report on Curriculum Committee Work

  附录：鼎石课程委员会工作进度更新报告

- Appendix KA Curriculum Review Process

  附录：鼎石课程审核流程

- Appendix KA August Orientation 2018

附录：鼎石 2018 年 8 月入职培训

- Appendix KA PG Master Tracker PG List 2018

    附录：鼎石 2018 年 PG 主跟踪记录表及条目

- Appendix KA PS / MS / DP Handbooks

    附录：鼎石小学部 / 初中部 / 大学预科项目手册

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C. 学生个人成长与学术成长支持

C1. Student Connectedness — Personal and Academic

C1. 学生关系——个人与学术方面

Keystone Academy is working toward providing different levels of support to students as the school population grows. The support focuses on four areas: Language Services, Social-Emotional Counseling, College Counseling and Residential Life.

随着学校学生人数的增长，鼎石学校致力于为学生提供不同程度的支持。这些支持主要集中在四个方面：语言服务、社交情感辅导、大学升学辅导和寄宿生活。

The creation of the Center for Student Development (CSD) is a key change to the organizational structure of Keystone's student support program. The main purpose of the CSD is to promote inclusion and differentiation schoolwide. The CSD Co-Directors are two full time members of the staff. They also coordinate and provide support for students at risk identified through the RTI model. The counselors, learning specialists, language support specialists and the Secondary School learning assistants all fall under the supervision of the CSD Co-Directors.

鼎石学生支持项目组织架构的一个主要变化是创立了学生发展中心（CSD）。CSD 的主要目的是在全校范围促进兼容并蓄和因材施教的精神。CSD 联合总监为两名全职员工。此外，他们也负责通过 RTI 模式识别出具有潜在风险的学生，为其提供协调和支持。心理辅导教师、学习支持教师、语言支持教师和中学部学习助理均由 CSD 联合总监主管。

The language services program has grown to provide support to students in both English and Chinese. Over the last four years, Keystone Academy has developed a systematic approach to language support in the Primary School, with English and Chinese as a Second Language Teachers, and the use of WIDA to evaluate the students' language skills. In the Secondary School, students are placed in an English language class based on their level of English language proficiency. The CSD staff develops a learning plan for students with lower levels of English language proficiency and works with teachers to help them differentiate instruction for these students. The school recognizes the need to ensure the availability of learning and language support services for all students at school.

语言服务项目经过发展后，能为学生提供中英双语支持。过去四年以来，鼎石学校发展出一套系统性的方法，在小学部提供语言支持，配备了教授英文为第二语言和中文为第二语言的教师，并通过 WIDA 测评来评估学生的语言能力。在中学部，学生按照英语能力分层就读不同的英语课程。对于英语能力较低的学生，CSD 员工为其制定学习方案，并与教师合作，为这些学生提供分层教学。学校了解，需要确保所有在校学生都能够获得学习和语言支持服务。

In the area of social-emotional counseling, Keystone Academy has focused on developing a K-12 homeroom and advisory program. Under the homeroom and advisory program, students have at least one adult who constantly checks in on them and whom they can regularly contact. There are currently three social-emotional counselors to serve the needs of students from K-12. In the Primary and Secondary schools, counselors provide social and emotional support to students who are referred by the teachers and grade level leaders. In the Secondary School, students also self-refer to the counselor. The two Secondary School counselors also support issues that arise in the dorm during the night and during weekends. The school recognizes the need to ensure the availability of counseling services for all students at school and as part of the Residential Life program.

在社交情感辅导方面，鼎石学校专注于发展一个从学前班直至 12 年级的班主任和指导教师

项目。在此项目中，学校至少安排一名成年人定期给予每名学生必要的关注，了解其近况，学生可与其定期联系。目前，学校配备了三名社交情感（心理）辅导教师，以服务学校每个年级学生的需求。在小学部和中学部，教师和年级组长向心理辅导教师委托需要辅导的学生，由后者为学生提供社交和情感方面的支持。在中学部，学生还可以自主向心理辅导教师寻求辅导。中学部的两名心理辅导教师还负责支持夜间和周末发生在宿舍的需求。作为寄宿生活项目的一部分，学校了解，需要确保所有在校学生获得辅导服务。

The College Counseling program guides Grade 10-12 students through the college application process. Two staff members have been assigned to this role since 2016. Students and parents benefit from this service through informational sessions and one on one meetings. College counselors work with Grade 11 and 12 students regularly throughout the school year to assist them with the college application process. College Counselors also run information sessions for parents from Grade 10 to 12. Parents and students may schedule individual meetings with the college counselors as needed.

大学升学辅导项目为 10-12 年级的学生申请大学提供辅导。2016 年以来，学校安排了两名员工承担这一职责。此项服务面向学生和家长举办各项信息说明会和一对一会谈。大学升学辅导教师全年为 11 和 12 年级学生提供定期辅导，协助其完成大学申请的整个流程。大学升学辅导教师还负责开展面向 10-12 年级学生家长的信息说明会。如有必要，家长和学生还可以向大学升学辅导教师预约单独会面。

The school has made a concerted effort to increase the number of field trip offerings and traveling opportunities for students. The position of Coordinator of Experiential Education was created at the start of school year 2018-19 to take over organization of multi-day camping trips and other field trip experiences for students K-12.

学校上下协力增加了学生实地考察和旅行机会的数量。2018-19 学年初，学校增设体验式教育协调员一职，负责组织面向学前班至 12 年级学生的多天露营活动以及其他实地旅行活动。

The students' involvement in service learning and co-curricular activities is clear through

the school's Student Council, Global Issues Network, Model United Nations Program and the student led Round Square committees. As part of the Global Initiatives Program, students at Keystone Academy have had the opportunity to support service-learning efforts in and outside of China. These initiatives broaden the students' understanding of global issues and provide an opportunity for students to develop their research and leadership skills. Keystone also offers a rich co-curricular and weekend activities program that include cultural exploration trips, service-learning opportunities and almost 500 after school activities, largely staffed by Keystone staff. At Keystone, there is ample opportunity for students to take on leadership opportunities such as participation in student council, service council, dorm council and the global issues committee. Students feel heard and welcome the opportunities to lead that the school offers.

通过学生会、"全球问题网络"、模拟联合国以及学生主导的圆方组织委员会，可以明显观察到，学生能够积极投入服务式学习和课外活动。作为全球行动计划的一部分，鼎石学校的学生有机会参加国内外的服务式学习。这些计划拓宽了学生对全球问题的认知，让学生有机会培养研究和领导能力。鼎石还提供了丰富的课外活动和周末活动项目，包括文化探索之旅、服务式学习机会和近 500 项课后活动，其中很多活动均由鼎石教师组织安排。鼎石学生有大量机会进行领导力实践，如参加学生会、服务委员会、宿舍委员会和全球问题委员会。学生感受到自己的想法能够被大众所了解，并乐于尝试学校提供的各项领导机会。

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
类别 C：学生个人成长与学术成长支持

Areas of Strength for Support for Student Personal and Academic Growth:
支持学生个人和学术发展方面的优势领域：

- The Center for Student Development staff work towards providing language, learning and counseling support system for all students.
  学生发展中心的员工为全体学生提供语言、学习和心理辅导支持体系

- The College Counseling program adequately support students through the College admissions process.

大学升学辅导项目为学生的大学入学申请提供充分支持

- The school offers multiple opportunities for students to participate in co-curricular activities. Students take advantage of experiential, service learning and leadership opportunities through the after-school activities program, the weekend program and the experiential learning program.

  学校为学生提供各种参加课外活动的机会。学生通过课后活动项目、周末项目和体验式学习项目，有机会参加各种体验式学习、服务式学习和领导力实践

- The work of grade level leaders and advisors to support students' learning needs, as well social emotional growth.

  年级组长和指导教师致力于支持学生的学习需求和社交情感成长

Key Issues for Support for Student Personal and Academic Growth:
支持学生个人和学术发展方面的关键问题：

- Ensuring the availability of counseling services for all students at school and as part of the Residential Life program.

  确保学校全体学生均能获得辅导服务，并将其作为寄宿生活项目的一部分

- Ensuring the availability of language and learning support services for all students.

  确保全体学生均能获得语言和学习支持服务

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
自审和访校过程中所发现的、支持上述优势和关键问题的学生学习方面的重要证据，包括：

- The Access and Inclusion Policy Proposal

  获得支持服务和全纳政策提案

- College Counseling Syllabus

  大学升学辅导安排大纲

- Sample College Counselor Schedules

大学升学辅导教师日程表样例

- The Residential Life Dorm Proctor Interview Questions
  寄宿生活学生宿舍长访谈提问
- The Residential Life Meetings in Dorm and Advisory
  在宿舍和指导教师课程中的寄宿生活会议
- Advisory Student Grade tracking
  指导教师项目中的学生年级跟踪记录
- Keystone Advisory Handbook 2018-19
  鼎石指导教师项目手册（2018-19）
- CSD's Life Skills Lesson Plan
  CSD 生活技能课程计划
- Sample Student of Concern Report
  需关注的学生报告样本
- Student Withdrawal Report '16-17
  学生退学报告（2016-17）

D.   SCHOOL CULTURE AND ENVIRONMENT

D.   学校文化和环境

D1. School Environment and Child Protection

D1. 学校环境和儿童保护

The five shared values of compassion, honesty, justice, respect, and wisdom lay a strong foundation for the school's commitment to a safe, healthy and nurturing environment with respect for the uniqueness of each child. The physical environment reflects high standards of educational functionality and safety in an aesthetically pleasing and nurturing new campus. Classrooms and learning spaces are enhanced by a Performing Arts Center, lecture halls, a swimming pool, gymnasiums, libraries, and a sports field. Being a residential facility, it is both school and home to students, faculty, and families across a wide age spectrum. The design of the school is meant to welcome students and to foster not only bilingualism, but caring, curiosity, community, and high expectations.

仁、义、礼、智、信是学校的五大共同价值观，是学校创造一个安全、健康、尊重每名儿童个性的培养环境的基础。学校的物理环境体现出，环境优美的鼎石校区兼具教育功能性和安全性两方面的高标准。除了教室和学习场所外，学校还配备了一个表演艺术中心、若干阶梯教室、一个游泳池、若干健身房、图书馆和一个体育场。校园具备寄宿功能，对来自各年龄阶段的学生、教职工和家属而言，鼎石既是知识的殿堂，又是温馨的家园。学校的设计旨在使学生感到亲切与舒适，同时培养其双语能力和关怀心、好奇心、社区责任心，树立远大的志向。

Teachers at the school all participate in a one-week orientation (two weeks for new teachers) at the beginning of the school year, where the core principles, and the Vision, Mission, and Values are reviewed and reinforced, assisted by experts brought in to provide workshops and presentations. These are combined with ongoing training in bilingual immersion, the Chinese Thread, residential life, experiential learning, and curriculum frameworks IPC, IB MYP, and IBDP and the Chinese National Curriculum.

在每个学年初，学校教师均需参加为期一周的培训（新入职教师为两周），回顾和深化理解学校的核心准则、愿景、使命和价值观，并听取受邀专家的培训工作坊和演讲展示。这些与沉浸式中英双语课程、"中国主线"、寄宿生活、体验式学习、各课程框架（IPC、IB MYP、IB DP）和中国国家课程大纲的长期进行的培训相结合。

Teachers appear to be the front line in both the Primary and Secondary schools for monitoring social and emotional issues. They are the ones who refer students to the Center for Student Development (CSD). Students are served by three counselors--one Primary School, one Middle School, and one High School-- at the CSD which offers both guidance and emphasis on lifelong learning both inside and outside of the classroom. CSD supports students in areas of academics, social-emotional, language, and behavior. Although CSD is there for all students, most students are either referred or go there on their own volition. There are also two college counselors available to assist students in finding appropriate colleges and to help them with the application process.

在小学部和中学部，教师都投身关注学生社交情感问题的第一线，并向学生发展中心（CSD）报备需要关注的学生。CSD 为学生配备了三名心理辅导教师——一名负责小学

部、一名初中部、一名高中部，他们提供指导，强调课堂内外终生学习的重要性。CSD 在学术、社交情感、语言和行为方面为学生提供支持。虽然 CSD 面向全体学生，但大多数学生为经过教师委托而前往，或自行决定前往 CSD 寻求帮助。另外，学校还配备了两名大学升学辅导教师，协助学生寻找合适的大学，帮助他们完成申请流程。

Academic Revision and Extension (ARE) is offered for a period at the end of the school day twice a week during school hours. There are also Learning Labs offered through the CSD after school. Evening Study Hall, called Homework Hub, is available to boarding students and is managed by the residential life program.

在一周的两天中，学校在平日课程结束后设置一节课的学业辅导和拓展（ARE）时段。此外，CSD 还提供课后学习研究室。另外，学校向住宿生提供晚自习室（作业中心），通过寄宿生活项目管理。

For pastoral care, Keystone Academy aligns with the Chinese National Curriculum for moral education across the school. In addition, in the Secondary School all students in grades 6-12 are assigned an advisor for both academic and pastoral care. Students meet with their advisors for one 40-minute session per week. They also check in with their advisor for 10 minutes every morning.

在学生关怀方面，鼎石学校遵照中国国家课程要求在全校开展思想品德教育。此外，在中学部，学校为所有 6-12 年级的学生配备学术和生活关怀方面的指导教师。学生每周与指导教师见面，进行 40 分钟的指导教师课程。此外，学生每天上午要与指导教师进行 10 分钟的日常交流。

The school is cleaned twice daily by a well-supervised cleaning staff. After school daily, all classrooms and learning spaces are cleaned. Specific health issues are dealt with as they arise. Deeper cleaning happens during longer holidays.

学校委派清洁员工每天开展两次清扫，这些清扫工作受到严格监督。每天课后，所有教室和学习场所都要进行清扫。一旦出现任何健康问题，学校都会立即采取措施。长假期间，学校还安排深度清洁工作。

There are multiple opportunities to honor and showcase student achievements both inside and outside the classroom. Keystone actively participates in Round Square, an international network of 200 plus schools that regularly connect and collaborate. KA hosted its first Global Issues Network (GIN) conference in October 2018.

在课堂内外，学校有各种机会来表彰、展示学生成绩。鼎石积极参加圆方组织活动，这是一个由 200 多所学校组成的国际网络，定期开展联系与协作。2018 年 10 月，鼎石学校首次主办了"全球问题网络"（GIN）大会。

Students participate in several committees and councils which address the keystones of the school's Mission. For example, the Dorm Council is directly involved in the work of the second keystone of building character and community through a residential setting. The Service Council also addresses this keystone by supporting students in the process of building character through service learning. Seniors choose one of the five virtues to present to the Keystone community at the Grade 12 Character and Community Celebration. The Chinese Thread involves continuous student participation in promoting the third keystone regarding learning about China in the context of both China and the world. All students participate actively in bilingual immersion. Some DP students, as part of their CAS projects, have offered weekly lessons in Chinese to non-Chinese language speaking faculty. Currently some students who enter Keystone Academy with little or no Chinese language struggle to come up to a standard which would allow them to take full advantage of the educational and social environment provided both by the school and the city of Beijing.

学生参加各个代表学校使命中所描述的教育基石的委员会。例如，宿舍委员会直接与学校使命的第二大基石相关，即塑造学生品德和社区归属感于寄宿生活之内外。此外，服务委员会支持学生通过参加服务式学习塑造品德，也与这一基石相关。在 12 年级的品德和社区归属感庆祝会上，毕业生选择五大价值观中的一项，向全校社区展示其如何实践该价值观。在"中国主线"方面，学生持续参与推广第三大基石，即在中国和世界的背景下学习了解中国。全体学生均积极参与在沉浸式中英双语课程之中。一些 DP 学生的 CAS 项目的一部分，是每周为不会说中文的教师教授中文课程。目前，部分中文语言基础薄弱或完全

没有中文语言基础的鼎石学生还难以达到一个合适的中文水平，来充分利用学校和北京提供的教育环境和社会环境资源。

In Primary School, issues of bullying are addressed and managed by the group of homeroom teachers. In Secondary School, to combat bullying, teachers create lessons in Advisory, Life Skills, and in academic classes. Role playing in drama and social studies allows students to engage in a variety of simulations where students deal with bullying and other social emotional issues.

在小学部，由一组班主任老师专门负责解决、管理霸凌的问题。在中学部，为制止霸凌，教师们专门在指导教师课程、生活技能和学术课程上开课论述。通过戏剧和社会研究课程上的角色扮演，学生能够以多种方式模拟如何应对霸凌和其他社交情感问题。

Preparation to ensure student safety includes risk-assessment procedures and checklist for all off-campus trips; training in child abuse recognition; reporting and prevention; dorm parent meetings about student safety and welfare; meetings with school counselors and nurses about student well-being; and teaching students how to protect themselves.

确保学生安全的准备措施包括：所有校外旅行的风险评估流程和检查清单；发现、报告和预防儿童虐待方面的培训；关于学生安全和身心健康的宿舍家长会议；就学生健康状况与学校心理辅导教师和护士会谈；教授学生如何自我保护。

All new teachers at Keystone Academy are screened through reference checks. For candidates coming from the USA, Keystone Academy does an extra check, verifying child protection through the online FBI website. The full faculty, new and returning, receives annual training and awareness workshops about Child Safety and Protection during the August Orientation Retreat. The school recognizes the need to extend this training to all non-teaching staff as well.

所有鼎石的新教师必须经过背景调查。对于美国教师，鼎石开展一次额外的背景调查，通过 FBI 的在线网站查证其与儿童保护相关的任何信息。在 8 月入职培训中，全体员工（包括新老员工）接受儿童安全和保护方面的年度培训和意识研讨会。学校了解，需要将这一培训也拓展到所有非教职员工。

D2.   Parent/Community Involvement

D2.   家长/社区参与

Both Primary and Secondary schools conduct conferences in the fall and spring which involve the teacher (or advisor), the student, and the parents. Parent involvement is an important component to the school. In the Primary School each classroom has a "designated parent." Parents are invited to Educational Salons and forums put on by local scholars and specialists which occur several times each year. A goal of the school is to offer all presentations in English and in Chinese.

中小学部均在秋季和春季召开需要任课教师（或指导教师）、学生和家长共同参加的家长会。家长参与是学校的重要组成部分。在小学部，每间教室均有一名"指定家长"。学校邀请家长参加当地学者和专家主讲的教育沙龙和论坛，每年举行数次。学校的一项目标是所有讲座均以中英双语进行。

Monthly parent "Coffee Mornings" are held in the Primary School to educate parents about issues such as how to interpret MAP testing results. Similar coffees are held in the Secondary School to help parents better understand the MYP and topics like experiential education. The Secondary school also holds evening information programs to help parents better understand the Diploma Program (DP).

小学部每月召开一次家长早茶会，就一些议题为家长提供教育，比如如何解读 MAP 考试成绩。中学部也召开类似的早茶会，帮助家长更好地了解 MYP，并探讨体验式教育等课题。中学部还召开晚间信息说明会，帮助家长更好地了解大学预科项目（DP）。

There is an active Parent Teacher Association (PTA) with co-Presidents. One is a teacher and the other, a parent. PTA has five scheduled meetings per year and hosts events like new parent welcoming, teacher appreciation, a Thanksgiving potluck, and an annual spring fundraising gala. There is a very active parent volunteer committee that both supports and enhances the normal activities at Keystone Academy.

学校的家长教师委员会（PTA）积极参与学校活动，采用双主席制，由一名教师和一名家

长担任。PTA 每年定期召开五次会议，并组织举办新家长欢迎会、教师感谢会、感恩节聚餐和年度春季筹款晚会等活动。还有一个非常活跃的家长志愿者委员会，支持和促进鼎石学校的常规活动。

Parents and teachers communicate on a regular basis. Teachers also regularly post photos and movies in SeeSaw. Parents in the Secondary School have access to Managebac, which enables them to see their children＇s grades and comments regarding assignments. Teachers are encouraged to discuss individual students with parents via email or telephone.

家长和教师定期交流。此外，教师定期将照片和视频上传到 SeeSaw 平台。中学部的家长能够访问 Managebac 平台，看到自己孩子的成绩和作业评语。学校鼓励教师通过电子邮件或电话与家长讨论个体学生的情况。

Field trips around Beijing are taken regularly at the Primary School to complement their learning. In the Secondary School, upper grade level teachers work with the Coordinator of Experiential Education to organize week-long grade level trips around China during the spring. In addition, students are actively involved in service learning with local charities. Parents also participate in the Salon program both as participants and as presenters.

小学部定期组织北京周边实地考察旅行，作为学习的补充。在中学部，高年级教师与体验式教育协调员合作，以年级为单位，在春季组织为期一周的中国国内行程。此外，学生积极参与当地慈善机构组织的服务式学习。家长也作为参与者和演讲者参加沙龙活动。

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT
类别 **D**：学校文化和环境

Areas of Strength for School Culture and Environment:
学校文化和环境方面的优势领域：

- Physical plant is state-of-the art; great spaces for learning and residing; new, well equipped and well maintained.

最顶尖的实体设施；一系列学习和居住的理想场所；设备优良、精心维护的全新校舍。

- The approach to the Chinese Thread is very impressive and unique. The Chinese Thread involves total student participation in promoting the third keystone regarding learning about China in the context of the world as well as in the context of China. In the Middle School starting in grade 6, there is a course called "China in the World." Students in Grade 10 complete the Capstone Project, an extended research project that involves in-depth research and exploration of an area of Chinese history or culture. The Theory of Knowledge program is co-taught in English and Chinese in ways that allow the same theme to be explored, but in the context of China and other areas of the world. Keystone Academy would like to make all programs and initiatives bilingual.

  "中国主线"方面的教育方式独特而令人印象深刻。全体学生均参加"中国主线"的学习，在世界和中国的背景下，学习了解中国，推动学校的第三大基石。在初中部，从 6 年级开始，学校开设一门"中国与世界"（校者注：原文误写成"中国在世界"）的课程。10 年级学生须完成"综合设计项目"（Capstone Project），这是一项扩展研究项目，要求学生对中国历史或文化的某一领域开展深入研究和探索。认识论课程以中英双语教授，在中国和世界的背景下，探索同一主题。鼎石学校力图使所有课程和计划实现双语化。

Key Issues for School Culture and Environment:
学校文化和环境方面的关键问题：

- Students who enter Keystone Academy with little or no Chinese language need to integrate into the Chinese language speaking community as quickly as possible.
  入校时中文基础薄弱或不会中文的学生需要尽快融入中文语言的社区环境。

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
自审和访校过程中所发现的、支持上述优势和关键问题的学生学习方面的重要证据，包

括：

- In the Loop

  《鼎石圈》

- Meetings with faculty and leadership

  教职工和领导层会议

- Chinese Thread documentation and artifacts

  "中国主线"教学文件和物品

- Displayed art work

  展出的艺术作品

- Library architecture

  图书馆建筑风格

- Library holdings

  图书馆馆藏目录

- Public displays of the five values and other signage

  五大价值观的公共标语和其他标识

CHAPTER IV: CATEGORY F. BOARDING PROGRAM

第四章：类别 **F**：寄宿制项目

F1. School Boarding Program

F1. 学校寄宿制项目

The primarily goal of the Residential Life Program is clearly and closely linked to the school's mission, most explicitly to its second keystone: "Building character and community throughout our residential setting." Residential Life also very clearly links to the first keystone of bilingual immersion and to the third keystone regarding the China context and global identity. The Boarding Program goals statement directly supports the school mission and further identifies learner outcomes.

寄宿生活项目的首要目标与学校的使命有明确和密切的关联，主要涉及学校的第二大基石"塑造学生品德和社区归属感于寄宿生活之内外。"此外，寄宿生活还与第一大基石"沉浸

式中英双语课程"和与中国背景和全球身份认同有关的第三大基石有显著联系。寄宿制项目的目标陈述明确支持学校使命，并进一步确立学生学习成果。

Program policies and procedures are very well developed and are clearly and comprehensively articulated in the Resident Life Handbook, which is shared with campus faculty, boarding students and families. The school has also established an organizational structure in which roles and responsibilities are equally clear, as evidenced by the Boarding Program Structure chart. Responsibilities are distributed among all 129 teachers living on campus, thus further supporting the second keystone.

项目的规章制度和流程非常完善，且在寄宿生活手册中有清晰和全面的阐述。该手册发放给校园教职工、住宿生和家长。 学校还建立了角色职责均非常清晰的组织结构，具体可参见寄宿制项目结构图。129 名驻校教师分担这些职责，进一步支持第二大基石。

Appeals occur both informally and formally. Interactions between Dorm Parents and students are often informal. Championed by the student Dorm Proctors, the boarding students are empowered to request changes in rules by formally submitting written proposals to the Dean. Evidence of this empowerment is seen in anecdotes of successful student appeals of disciplinary consequences related to hidden cell phones. Surveys indicate that parents generally support disciplinary policies and decisions.

意见申诉分为非正式和正式的申诉。宿舍家长与学生之间的互动通常是非正式的。在学生宿舍长的主张下，住宿生可以向主任老师正式提交书面建议书，要求改变规则。这方面的证据包括我们听到的一些趣闻：有学生因私藏手机受到纪律处分，但申诉成功。调研显示，家长普遍支持学校的纪律政策和处理决定。

The Residential Life Handbook describes in detail procedures for ensuring student health and safety. Adult-student ratios are low, allowing adults in a variety of roles to give personal attention to individual student well-being. Counselors are available to meet with students frequently, including evenings and weekends. Students are expected to abide by school rules outside of school as well, unless with their parents. Campus facilities are purposely designed and maintained to promote student safety. Emergency drills take

place regularly; first aid training occurs annually. A Health and Safety Committee meets regularly to review crisis management procedures, risk assessment, and other issues related to student health and safety. Two well-staffed Health Center offices manage student health care needs, including those posed by air quality.

寄宿生活手册详细阐述了确保学生健康和安全的流程措施。成年人与学生数量比较低，可让成年人通过身兼多职来关注每名学生的状况。心理辅导教师可与学生经常见面，包括晚上和周末。除非与家长在一起，学生在校外也要遵守学校规定。校园设施的设计和维护旨在提升保障学生的安全。学校定期开展应急演习；每年组织急救培训。健康安全委员会定期开会，审核危机管理流程、风险评估，以及其他涉及学生安全和健康的问题。两个人员齐备的健康中心办公室管理学生健康需求，包括空气质量带来的健康问题。

Staff are well qualified for their responsibilities. A substantial number of staff, from the Board President to Head of School to deans to faculty, have had rich experience in New England boarding schools. The staff selection process is clear and transparent and involves several rounds of interviewing. Staff tend to be multilingual and are supported with excellent on-going professional development. In addition, experienced staff mentor newer Dorm Parents, resulting in a strong dormitory culture and support of students. Staff are systematically supervised and supported by the leadership team. Twice yearly evaluations along with annual staff self-reflection help ensure consistent delivery of service. There is an articulated process for improving the performance of staff members who are not meeting expectations. Student Dorm Proctors also receive regular training and engage in twice yearly self-evaluation. The Dean of Residential Life and Associate Dean of Residential Life take an active and visible role in managing the program and ensuring personal connections with both staff and students.

员工均资历深厚、经验丰富。从校董主席到校长、主任，再到教职工，大量员工均有在新英格兰地区寄宿学校工作的丰富经验。员工遴选流程清楚而透明，包含多轮面试。员工一般都会多种语言，且在任职过程中不断得到优秀的职业发展锻炼。此外，学校安排资深员工为新加入的宿舍家长提供指导，营造了融洽的宿舍文化和学生支持氛围。员工接受领导团队的系统性监督和支持。学校通过每年两次的评估和年度员工自我反思，确保统一的服务质量。对于未达到期望标准的员工，学校也制定了明确的绩效提升流程。学生宿舍长也

接受定期培训，每年开展两次自评。寄宿生活主任和副主任积极管理这一项目，确保与员工和学生建立个人联系。

Communications with parents are extensive and varied. Parents receive an electronic copy of the Residential Life Handbook and are asked to sign statements that they have read it. The Dean of Residential Life publishes a monthly newsletter while Dorm Heads compile newsletters and SeeSaw posts to keep parents informed. Regular communications with parents of students who are experiencing difficulties or disciplinary issues are maintained. Dorm Parents write Dorm Reports for each student at the end of each semester; these reports inform parents of individual student progress against goals linked to the second keystone. Each spring students write a self-reflection, which is also made available to parents. A Parent Feedback session effectively allowed for a two-way exchange of views regarding the Boarding program. Parents report satisfaction with the Boarding Program communications.

寄宿制项目与家长开展广泛和多样的交流。家长会收到电子版的寄宿生活手册，并签署读后声明。寄宿生活主任发送每月通讯，而各宿舍舍监负责编写通讯和 SeeSaw 帖子，让家长保持信息通畅。对于遭遇困难或有纪律问题的学生，寄宿工作人员与其家长保持定期沟通。每学期期末，宿舍家长为每名学生撰写宿舍表现报告；通过这些报告，家长能够了解学生在第二大基石方面的进步情况。每年春天，学生要写自我反思，也会分享给家长。双方通过家长反馈会议，有效地就寄宿制项目双向交换意见。家长表示对寄宿项目沟通感到满意。

Students receive academic and personal support services through a number of different venues, including the Center for Student Development, the Advisory Program, Homework Hub, RTI and more. The structure of the school allows for regular discussions among different staff roles to ensure that each student receives individual attention. Where needed, the CSD and/or Dorm Heads will create Student Support Plans for students who need them. The school notes a need for language support staff at the evening Homework Hub and for closer collaboration between Grade Level Leaders, Advisors, CSD and Dorm Heads regarding the generation and implementation of Student Support

Plans.

学生通过多种渠道获得学业和生活上的支持，包括学生发展中心、指导教师项目、作业中心和 RTI 等。通过学校的结构，担任不同角色的员工可以定期开展讨论，确保每名学生均获得关注。必要时，CSD 及/或宿舍舍监可以为有需要的学生制订学生支持计划。学校发现：晚间作业中心需要语言支持教员；年级组长、指导教师、CSD 和宿舍舍监之间需要加强密切合作，共同制定、实施学生支持计划。

Each year the Boarding Program is evaluated against its guiding objective: "Students will be active community members of strong character who are personally and socially responsible, academically prepared, and strive for cultural competence and well-roundedness." Each staff member engages in an annual process of formal evaluation as well as regular on-going informal evaluations. A Strategic Thinking Statement generated by the Head of School articulates a longer term vision for the Boarding Program. Based on evaluation processes and feedback, the dormitory leadership and Dorm Heads develop a yearly Residential Life Improvement Plan to ensure continuous program improvement; this plan is carefully reviewed for alignment with the school's long term strategic planning.

每年学校都会根据寄宿制项目的指导性目标对其进行评估："让学生成为具有坚毅品质的社区积极成员，对自己和社会有责任心，在学业上做好充分准备，努力培育文化竞争力，同时实现全面发展。"每名教职员工每年参加正式评估，并定期接受非正式评估。校长提出的《战略性思考陈述》清晰说明了寄宿项目的长期愿景。根据评估流程和反馈，宿舍领导和宿舍舍监制定年度寄宿生活改进计划，确保项目得到持续改进；该计划会经过仔细审核，确保其符合学校的长期战略规划。

Data regarding adult-student ratios, dorm demographics, and adequacy of the facilities are regularly collected and are used to inform decision-making regarding improvement. The Dean of Residential Life, Director of Facilities, and the Chief Operations Officer work closely together to manage issues pertaining to food services, nursing, technology, transportation and security.

学校定期收集成年人/学生数量比、宿舍人员群体情况、设施充足性等数据，作为改进决策的依据。寄宿生活主任、后勤总监和首席运营官密切合作，对食品供应、医护、科技、交通、安全等方面的问题进行管理。

CATEGORY F: BOARDING PROGRAM
类别 F：寄宿制项目

Areas of Strength for Boarding Program:
寄宿制项目的优势领域：

The primary Boarding Program objectives clearly align with and support all three keystones found in the school mission.

寄宿制项目的主要目标显然符合并支持学校使命中的三大基石。

- The Boarding Program staff are well qualified and well-appointed for their roles and responsibilities. The staff is strongly committed to student growth and well-being and work hard to ensure both. The organizational structure clearly articulates roles and responsibilities and is designed to facilitate regular and consistent dialogue on the range of issues pertaining to the primary program objective.

  寄宿制项目中的员工均具备相关资质，所任命者均为其职责的合适人选。员工致力于促进学生的成长和健康，努力保证同时实现这两点。组织结构清晰阐述各员工的角色和职责，并有利于员工针对项目的主要目标所关联的问题，促进开展定期和持续性的讨论。

- The Residential Life Handbook and other guiding documents clearly and comprehensively articulate standard operating procedures for all facets of the Boarding Program in support of the student learning experience.

  寄宿生活手册等指导性文件清晰全面地阐述了寄宿制项目各个方面的标准操作流程，为学生学习体验提供支持。

- Student Dorm Proctors very effectively play a meaningful role in the daily operations of the program.

  学生宿舍长在该项目的日常运作中扮演重要角色。

- Relevant, meaningful, and on-going professional development and mentorship are provided for all Boarding Program staff.
  向负责寄宿项目的所有员工提供相关、有意义和持续的职业发展和指导。

- A variety of formal and informal processes are used to continually evaluate program specifics and to chart the course for improvement.
  利用各类正式和非正式的流程持续评估项目细节，勾画出改进路线。

- A wide array of engaging weekend activities.
  一系列引人入胜的周末活动。

Key Issues for Boarding Program:

寄宿制项目的关键问题：

Empowerment of dorm staff to reallocate resources to meet the various changing needs of the Boarding program

赋予宿舍员工重新分配资源的权限，以满足寄宿制项目不断变化的需求。

- Greater understanding of the need for flexibility in budgeted allocations
  进一步了解灵活分配预算的需求

- Better representation of native Chinese speaking men among Dorm parent demographics
  提升宿舍家长中母语为中文的男性比例

- Language, counselors and other academic support faculty during the evenings
  晚间的语言支持教员、心理辅导教师和其他学术支持教员

- Continued improvements to residential health care and cover
  持续改进住宿生医疗保障和监督

- More discussions between Dorm Heads and Dorm Parents and Grade Level Leaders
  宿舍舍监和宿舍家长、年级组长之间加强交流

- Improved communications between the boarding staff and Facilities to ensure dorms are well cleaned
  住宿员工与后勤部门之间加强沟通，确保宿舍得到充分清扫

- Provision of renewed training in First Aid, CPR, AED use, etc.

  提供急救、CPR、AED 使用方面的更新培训

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

自审和访校过程中所发现的、支持上述优势和关键问题的学生学习方面的重要证据，包括：

- Meetings with Dorm Staff

  与宿舍员工的会议

- Residential Life Handbook

  寄宿生活手册

- Residential Life Curriculum Grades 7-8

  寄宿生活课程（7-8 年级）

- Student Life Curriculum Grades 9-12

  学生生活课程（9-12 年级）

- Community Life Handbook

  社区生活手册

- SS Community Life Handbook

  中学部社区生活手册

- Keystone Advisory Handbook

  鼎石指导教师手册

- Keystone Health Center Handbook

  鼎石健康中心手册

- Boarding Parent Survey Feedback

  住宿生家长调查反馈

- Student satisfaction surveys

  学生满意度调查

- Rubric for Keystone #2 Character & Community

鼎石第二基石"品德和社区归属感"的评估标准

● Dorm Head, Dorm Parent, and other official job descriptions
宿舍舍监、宿舍家长等正式职位描述

Part B: Schoolwide Strengths and Critical Areas for Follow-up
B 部分：全校优势和需要跟进的重要领域
Schoolwide Areas of Strength
全校优势领域

The Visiting Committee commends the school on the following areas of strength. These are summarized below:
访校委员会对学校在以下方面的优势给予好评，概括如下：

The commitment of the entire Keystone Academy community to the school's unique mission, vision and values that have driven every aspect of the school's programs and upon which all significant decisions are predicated.
全校上下致力于实现学校的独特使命、愿景和价值观，这些使命、愿景和价值观推动学校各项目的方方面面，也是所有重大决策的依据。

1. The leadership and faculty on their commitment to the first keystone and tremendous effort in creating a bilingual curriculum – notably work done in the bilingual immersion program (PS) and unpacking, translating and aligning the Chinese National Curriculum
领导层和教职工致力于实现第一大基石，并付出巨大努力编写双语课程——主要体现在沉浸式中英双语课程（小学部）方面的工作，以及中国国家课程大纲的整理、翻译和融合统一。

2. The leadership, grade level teams, residential life team, and faculty for bringing the second keystone of character and community to life through a strong residential life program, reinforcement in classrooms and assemblies at the school, and assessments that require demonstration of the five values for graduation.
领导层、年级组、寄宿生活团队和教职工通过有效的寄宿生活项目、课堂和学校集

会上的强化，以及毕业时的五大价值观评估，促使学生在现实生活中实践第二大基石"品德和社区归属感"。

3. The leadership, faculty, and the Keystone community for effectively collaborating on the development and execution of multiple facets of the Chinese Thread.

领导层、教职工和鼎石社区全体成员有效协作，发展、执行"中国主线"的各个方面。

4. The leadership team's commitment to the school, the three keystones and five core values, demonstrated through their length of service and modelling of these values.

领导团队致力于学校发展、奉行三大基石和五大核心价值观，具体体现在其长年服务于学校，并以身作则实践这些价值观。

5. The school's Boarding Program for its comprehensive articulation of operating procedures, explicit links to the school's mission, vision and values, extraordinary commitment to student growth and well-being, and a wide range of engaging activities.

学校的寄宿制项目全面阐述操作流程，并清晰地与学校的使命、愿景和价值观关联，尤其专注于学生成长和健康，并组织一系列引人入胜的活动。

6. The teachers for commitment to the school, investment of time and energy in founding and growing a young school both in and outside of the classroom, providing a unique and rich educational experience for students.

教师对学校执著奉献，课上课下投入时间与精力创立、发展这所年轻的学校，为学生提供独特而丰富的教育体验。

7. The leadership and faculty for creating and delivering a written, taught and assessed curriculum that embeds global issues from a variety of perspectives and engages students in a variety of rewarding learning experiences.

领导团队和教职工创建和设计的书面课程、教授课程和评估课程，其中从多个角度审视全球性问题，用各种令人回味的学习体验吸引学生学习。

8. The school leadership and the staff for offering students a rich program of after school activities, service learning and leadership opportunities through the KAP

program, the weekend activities program and the experiential learning program.

学校领导层和员工通过 KAP 项目、周末活动项目和体验式学习项目，为学生提供丰富的课后活动、服务式学习和领导力机会。

9. The school's extraordinary facilities and educational resources that enhance the educational opportunities available to Keystone Academy students.

学校一流的设施和教育资源强化了鼎石学生的教育机会。

10. A capable and committed support staff that works in the background to ensure that the school provides the exceptional educational programs that foster intellectual, cultural, physical and emotional growth among its students.

能力出色、兢兢业业的支持性员工在幕后工作，确保学校提供卓越的教育项目，帮助学生取得智力、文化、体格和情感方面的全面发展。

11. The marketing and communications office for creating and implementing a broad range of effective strategies and highly engaging products that advance school culture and externally promote the school within the wider community.

市场及传播部制定、实施一系列广泛的有效策略和精彩纷呈的产品，推进学校的社区文化建设，提升学校在公众中的知名度。

Schoolwide Critical Areas for Follow-Up

全校需要跟进的重要领域

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

对于全校行动计划中列出的跟进领域，访校委员会表示同意，概括如下：

The Board of Trustees a) engage in ongoing training through research and workshops; b) develop tools to evaluate its own work; and c) consider the expansion of the Board, all to enhance the individual contributions of Trustees to the Board and ensure that collectively the Board has the expertise and knowledge needed to address the school's future development and growth.

校董会 a）通过研究和研讨会接受持续培训；b）开发工具，评估自身工作；c）考虑扩大校

董会，提升单个校董对校董会的贡献，确保校董会具备学校未来发展所需的知识和经验。

1. The leadership further develop and refine a system for promoting the on-going professional growth of faculty, leadership, and support staff, inclusive of performance feedback and a means for assessing its effectiveness and impact on student learning.

    领导层继续开发并优化教职工、领导层和支持性员工持续职业发展的促进体系（包括绩效反馈），以及评估该体系有效性/对学生学习影响的方法。

2. The leadership assess faculty professional responsibilities and review the allocation of human resources to ensure appropriate work-life balance in support of student learning.

    领导团队评估教职工的专业职责，审议人力资源分配，确保教职工在支持学生学习时劳逸结合。

3. The leadership and faculty employ a systematic approach to the collection, analysis and use of student learning data to inform school improvement efforts, curriculum development and teaching practices to promote student success and well-being.

    领导团队和教职工采用系统性的方法收集、分析、使用学生学习数据，为学校的改进措施、课程开发和教学实践提供依据，从而提升学生的成绩和身心健康状况。

4. The leadership and faculty further develop the long-term REAP service project to better engage students and teachers and achieve cross-cultural perspectives and a sense of global citizenship.

    领导团队和教职工进一步开发长期 REAP 服务项目，更好地让师生参与其中，培养跨文化视野和全球公民意识。

5. The leadership and faculty continue to deepen the school's commitment to educational technology to support innovation as a means of supporting students build global competencies in technology and design.

    领导团队和教职工继续强化学校对教育科技的投入，支持创新，将其作为培养学生全球化科技和设计能力的手段。

6. The leadership develop and implement means for ensuring efficient and effective use and management of facilities and other major assets and resources.

领导团队开发、实施措施，确保高效、有效地利用和管理各类设施以及重大资产和资源。

Chapter V: Ongoing School Improvement

第五章：学校持续改进计划

The Keystone Academy schoolwide action plan was developed to address the critical areas for follow-up identified through the self-study process. The development of the plan followed a comprehensive self-study process and included input from the entire faculty. The plan was then finalized by the leadership team. The visiting committee confirms that the school accurately and appropriately assessed itself, and the areas identified as goals of the action plan truly address the aspects of the school that have the greatest potential to continue to move the school forward and enhance the educational opportunities available for Keystone Academy students.

鼎石学校制定了全校行动计划，通过自审过程发现需要跟进的重要领域。该计划经过全面自审制定，征求了全体教职工的意见，最后由领导团队最终确认。访校委员会确认，学校开展了准确和适当的自我评估，且行动计划提出的目标领域确实是学校最有潜力继续提升、有望继续强化鼎石学生教育机会的领域。

The schoolwide action plan effectively serves as the school's strategic plan. It identified twelve goals, the achievement of which will significantly move the school forward to become even more effective in providing exceptional learning opportunities for its students. While the visiting committee acknowledges that all twelve goals identified by the school are worthy and encourages the school to move forward on each of these goals, the committee has identified seven of these goals as of primary significance, and it is on these goals that the school will be expected to report to the ACS WASC office in annual reports and at the mid-cycle review.

全校行动计划有效充当了学校的战略计划。该计划确立了 12 个目标，只要实现这些目标，学校将进一步提升为学生提供优质学习机会的能力。虽然访校委员会同意，学校确立的这 12 个目标值得实现，并鼓励学校为实现其中每一个目标而努力，不过委员会认为其中的 7 个目标更为重要，希望学校在年报和中期审核中向 ACS WASC 办公室报告这些目标的达

成情况。

After reviewing the school＇s financial status, the visiting committee believes that the action plan is feasible and within the capacity of the school＇s financial resources. The school intentionally addressed the fifteen critical areas for follow-up left by the initial visiting committee, providing the visiting committee with confidence that the school will strive to achieve the goals of this action plan as well.

在审查了学校的财务状况后，访校委员会认为行动计划可行，且在学校的财力范围内。学校特意说明了最初访校委员会留下的 15 个待跟进重要领域，向访校委员会保证也将尽力实现此行动计划的目标。

The Keystone Academy leadership team expresses its commitment to the school＇s mission and is strongly supportive of the action plan. With no obvious impediments to achieving the plan and strong support for the plan by the school＇s governance and leadership, the visiting committee is confident that the action plan will be addressed, identified school improvements will be made and enhanced opportunities for student learning will result.

鼎石学校领导团队表示将尽力实现学校的使命，并坚决支持行动计划。鉴于该计划的实施没有明显的阻力，并得到学校管理层和领导层的大力支持，访校委员会相信行动计划能得到贯彻实施，确立的学校改进方向能付诸实施，深化的学生学习机会终将一一实现。

The Visiting Committee is convinced that building on good practices already in evidence within the school, the intentional addressing of the seven critical areas for follow-up will have a positive impact on student learning.

访校委员会相信，在学校已经建立的良好实践的基础上，只要留意跟进所确立的 7 个重要领域，就能为学生的学习带来积极影响。

In order to bring each of the goals of the schoolwide action plan to fruition the responsibility for leading each goal within the plan is assigned to individuals or groups of

individuals within the school. The Head of School oversees the entire planning process and ensures that progress is consistently being made. The Board of Trustees will receive updates on progress made in addressing these action items, monitoring the process.

为了实现全校行动计划中的各个目标，学校向校内个人或群体分配了实现各个目标的领导责任。校长负责监督整个计划过程，确保持续取得进展。校董会听取各个行动项的进度更新，监控整个过程。

Based on all the factors cited above the Visiting Committee is confident that when next visited by an ACS WASC Visiting Committee Keystone Academy will had made significant progress on all of the goals in the schoolwide action plan and the educational experience of its students will be enhanced.

有鉴于以上因素，访校委员会相信，待 ACS WASC 访校委员会下次访问时，鼎石学校将在全校行动计划中的各个目标方面均取得长足进展，全体学生的教育体验也将得到提升。