

# **Programme evaluation self-study questionnaire**

IB Primary Years Programme

IB Middle Years Programme

IB Diploma Programme

## Programme evaluation self-study questionnaire

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# Introduction

The information contained in this questionnaire represents the results of the self-study, which can be considered the most important part of the programme evaluation process in terms of the time and collective effort involved, and in the value to be gained by the whole school from the process.

The self-study questionnaire is to be used for the evaluation of each of the three IB programmes—the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme—and for joint programme evaluations when requested.

This questionnaire contains a general section about the school and the programmes it offers, and the following specific sections:

- A: philosophy
- B: organization
- C: curriculum
- D: the student.

It also includes the school's summary of main conclusions, to be signed by the head of school and/or the school principal, and by the programme coordinator.

Each section provides a set of criteria against which both the school and the IBO can measure the school's progress towards achieving the required **standards** and **practices** in its implementation of the programme. The school must make a commitment to work towards meeting each standard and practice. The IB is aware that implementing an IB programme is a journey, and that the school will meet the programme standards and practices to varying degrees along the way. Nevertheless, there is a need for the IB to ensure quality in the implementation of its programmes.

This self-study questionnaire replaces all previous versions.

# Guidelines for use by the school

In completing this self-study questionnaire schools should use the following guidelines.

1. All members of the administration and teaching staff involved in the organization and implementation of the programme in the school, as well as students and parents, should contribute to the self-study. The information in the completed questionnaire should reflect a broad view of the programme within the school.
2. The self-study questionnaire must be completed in one of the IB working languages—English, French, Spanish or Chinese (for the MYP only). The questionnaire is available as a Word document and should be completed electronically. The boxes will expand to accommodate longer responses, and additional rows can be added to tables as required.
3. It is important to address each area of the self-study questionnaire carefully. The questions that come before the standard and practices in each section require detailed, descriptive answers, and are designed to ensure careful reflection on the standard before evaluating the level of practice.
4. Please provide further information if necessary, referring to the specific standard and number of each question (for example “Standard A1, Question 4”). Please ensure that any additional information provided is clearly referenced.
5. The **standards** and **practices** required for implementation of the three IB programmes form the basis of this self-study questionnaire. The practices below each standard identify the critical elements in moving towards successful achievement of the standard. The school must rate its performance in terms of each practice by indicating a degree of implementation on a continuum from **low** to **high**.
6. The school will need to document the degree to which it meets a particular standard by arriving at a judgment based on the analysis of the pattern of responses to the practices.
7. The pattern of responses will assist the school in completing “The statement of conclusions” that closes each section. Entries in “The statement of conclusions” should be prioritized and numbered according to those issues considered to have the most impact on success in the implementation of the programme. “Proposals for improvement” should correspond directly to those in “Practices in need of strengthening”, ie any perceived weakness should be followed by a related proposal designed to address that weakness.
8. **MYP only:** Section C: curriculum. Eight groups of teachers, each group representing one of the eight subject groups, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the questions in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 8 + 1 responses to Section C.) All subject group responses to Section C must be sent to the regional office.
9. **Diploma Programme only:** Section C: curriculum. Seven groups of teachers, each group representing one of the six subject groups and theory of knowledge (TOK), must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each

standard. In addition, the cross-subject group must answer the question in the section headed "The school" as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 7 + 1 responses to Section C.) All subject group responses to section C must be sent to the regional office.

10. The self-study questionnaire is completed by formulating the "Summary of main conclusions". In this final part, the school should identify those issues prioritized in previous sections and considered to be of the utmost importance.
11. The school must complete all the programme-specific appendices to the self-study questionnaire.

*In the case of the PYP and the MYP, schools should return **the required number of copies** of this questionnaire (in the required format, as directed by the regional office) and all supporting documentation listed in the Guide to programme evaluation, to the regional office at least two months before the school visit.*

# The self-study questionnaire

## School presentation

### General information

1. Name of school:

School code:

Name of legal entity of school (if different from above):

Postal address:

Street address (if different from above):

Telephone (including country and area codes):

Fax:

E-mail:

2. Name of the head of school:

3. Legal status of school:

Government/state school

Do IB students pay tuition fees?

Yes

No

Private school

Do IB students receive any subsidies?

Yes

No

School presentation

4. Organization:
- |                 |                          |
|-----------------|--------------------------|
| Boys' school    | <input type="checkbox"/> |
| Girls' school   | <input type="checkbox"/> |
| Coeducational   | <input type="checkbox"/> |
| Boarding school | <input type="checkbox"/> |
| Day school      | <input type="checkbox"/> |
5. IB programmes offered in the school:
- |                   |                          |
|-------------------|--------------------------|
| PYP               | <input type="checkbox"/> |
| MYP               | <input type="checkbox"/> |
| Diploma Programme | <input type="checkbox"/> |
6. Age range of students in the whole school: From \_\_\_\_\_ to \_\_\_\_\_ years
7. Total number of students in the whole school:
8. Number of teaching days per school year:
9. Academic structure: What divisions (eg pre-primary, primary, middle school and high school) operate in the school, if any?

Name of section	Age range of students	Number of students
		<i>(add rows as necessary)</i>

10. Approximately how many students are involved in the programme in each age range below?

	No of students	Programme		No of students	Programme
3-4 years			11-12 years		

School presentation

4–5 years			12–13 years		
5–6 years			13–14 years		
6–7 years			14–15 years		
7–8 years			15–16 years		
8–9 years			16–17 years		
9–10 years			17–18 years		
10–11 years			18–19 years		

**Programme-specific information**

**This section needs to be completed for each programme to be evaluated.**

Please select **one** box, as applicable.

PYP                       MYP                       Diploma Programme

11. Name of the school principal (if different from the head of school):

12. Name of the appointed programme coordinator:

13. Total number of students involved in the programme:

14. Age range of students involved in the programme:

From	to
years	

15. Within this age range, are all the students in the school involved in the programme? *(This does not apply to the PYP, which a school must implement as an inclusive programme.)*

Yes

No

If no, specify how many students in this age range are not involved in the

programme.

- 16.** Specify any national/state/local curriculum requirements the school must meet.

- 17.** Specify any other academic programmes taught.

- 18.** Is there entry selection to the programme?

Yes

No

If yes, provide information on selection criteria.

- 19.** Nationalities/ethnicities of students:

List of nationalities/ethnicities

Approximate number of students

- 20.** What is the language of instruction in the programme? (If more than one, please explain how they are used.)

- 21.** Teachers employed to teach the programme:

Number of teachers teaching full time in the programme

Number of teachers teaching part time in the programme

- 22.** Nationalities/ethnicities of teaching staff:

List of nationalities/ethnicities

Number of staff

School presentation

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## Section A: philosophy

### The school

1. What processes are in place to revise the school's philosophy/mission statement? How do you ensure it is aligned with the IB mission statement?

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2. By what means is the school philosophy/mission statement and the IB's mission statement promoted to the whole school community?

--

3. By what means does the school promote international-mindedness throughout the school community?

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### The standards and practices

Please select the appropriate box.

<b>Standard A1</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
There is close alignment between the educational beliefs and values of the school and those of the programme.		

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. The school is committed to the principles defined in the IBO mission statement.				

Practices	Degree of implementation			
	Lo w	→	Hig h	
<b>Common:</b>				
2. The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.				
3. There are clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.				
4. The beliefs and values that drive the programme are shared by all sections of the school community (including students, teachers, administrators, members of the governing body and others, as appropriate).				
5. The school is committed to continuous improvement.				
6. The school promotes student inquiry and the development of critical-thinking skills.				
7. The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.				
<b>MYP:</b>				
8. The school works to strengthen holistic learning, communication and intercultural awareness within the programme.				
9. The school ensures that teachers coordinate the curriculum to develop the areas of interaction, within and across subject groups, so that students acquire an understanding of each.				
10. The school ensures concurrency of learning for each student across all subject groups.				
<b>Diploma Programme:</b>				
11. The school promotes concurrency of learning for each student.				

**The statement of conclusions**

**Strengths:**

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**Practices in need of strengthening:**

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**Proposals for improvement:**

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<b>Standard A2</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
<b>The school promotes international-mindedness on the part of the adults and the students in the school community.</b>		

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. The school values and makes productive use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning.				
2. The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.				
3. The school encourages learning that fosters responsible citizenship and international-mindedness.				
4. The school encourages student learning that strengthens the student's own cultural identity, and celebrates and fosters understanding of different cultures.				
5. The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.				
6. The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.				
7. The school provides resources that offer access to different cultures, perspectives and languages.				
8. The school provides a safe, secure and stimulating environment based on understanding and respect.				
9. The school attaches importance to language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language.				

Practices	Degree of implementation		
	Lo w	→	Hig h
<b>Common:</b>			
10. The school supports members of its community for whom the school's language of instruction is not their mother tongue.			
11. Where possible, the school ensures access to global information and recognizes the potential for wider communication through the availability and use of appropriate information and communication technologies (ICT).			
12. The school takes advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.			

**The statement of conclusions**

**Strengths:**

**Practices in need of strengthening:**

**Proposals for improvement:**

## Section B: organization

### The school

1. How have organizational structures/systems developed in order to better support the implementation of the programme?

--

2. What processes are in place for the review and development of the curriculum?

--

### The standards and practices

*Please select the appropriate box.*

<b>Standard B1</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.	<input type="checkbox"/>	<input type="checkbox"/>

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. The governing body is explicitly supportive of the programme, and has allocated sufficient funding for the effective implementation and ongoing development of the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Senior management regularly informs the governing body about the ongoing implementation and development of the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The school has systems for implementing and monitoring the programme with input from all constituencies,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practices	Degree of implementation			
	Low	→		High
including students.				
4. The school's goals, strategies, time lines and accountabilities are available in written form to all members of the school community.				
5. The school builds an understanding of, and support for, the programme throughout the school community.				
6. The head of school/the school principal, programme coordinator, teaching staff and non-teaching professionals demonstrate an understanding of, and commitment to, the programme.				
7. The school has appointed a programme coordinator with sufficient support and resources to carry out the responsibilities of the position.				
8. The head of school/the school principal and programme coordinator have a good understanding of the principles of the programme and demonstrate pedagogical leadership.				
9. There is a process for monitoring the work of the programme coordinator in accordance with the programme coordinator's job description.				
10. The programme coordinator ensures that questionnaires and other requests for information sought by IB working groups and committees are completed by the appropriate members of staff.				
11. The school provides staff who are appropriately qualified and trained to teach the programme.				
12. The school contributes to the ongoing development of the programme by encouraging teachers to participate in appropriate IB activities (for example, applying to be members of IB working groups/committees, responding to requests for samples of student work).				
13. Time for collaborative planning and reflection is built into all teachers' schedules.				
14. The school has systems in place to ensure the continuity of the programme; this includes an induction system for new staff and ongoing staff professional development.				
15. The school provides professional development opportunities for the head/principal, programme				

Practices	Degree of implementation			
	Low	→		High
coordinator and teaching staff, including attendance at appropriate IB conferences, meetings and/or workshops, and access to the online curriculum centre (OCC).				
16. The school provides learning environments and opportunities for learning that support the pedagogy of the programme.				
17. The school allocates appropriate print and electronic resources to support the teaching of the programme.				
18. The school recognizes and promotes the role of the library/media centre in the implementation of the programme.				
19. The school provides specialist equipment (for example, scientific, technological) where needed to implement the programme safely and effectively.				
20. The school has a written language policy (including its provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.				
21. The school provides effective support for students with learning and/or physical disabilities, as well as support for the professional development of their teachers.				
22. The school has systems in place to guide and counsel students whenever the need arises.				
<b>PYP:</b>				
23. The school offers a language, in addition to the language of instruction, to students from the age of seven. (Bilingual/dual language schools are not required to offer a third language to their students.)				
<b>MYP:</b>				
24. The school provides the necessary structures to ensure the effective implementation of the areas of interaction and the personal project.				
25. The school allocates adequate time for each subject group according to MYP requirements and the needs of the students.				

Practices	Degree of implementation			
	Low	→		High
26. The school puts in place an organizational structure allowing coordination of the curriculum within MYP subject groups.				
27. Where there are partner schools, the MYP coordinator ensures that communication and common planning between individual members of the partnership are regularly maintained.				
28. The MYP coordinator facilitates meaningful interdisciplinary initiatives.				
<b>Diploma Programme:</b>				
29. The school provides an appropriate number of hours for all higher level (HL) courses, standard level (SL) courses and the theory of knowledge (TOK) course.				
30. The school provides appropriate resources and staff to support the delivery of creativity, action, service (CAS).				
31. The school provides appropriate and adequate space, supervision and security arrangements for examinations.				

**The statement of conclusions**

**Strengths:**

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**Practices in need of strengthening:**

--

**Proposals for improvement:**

--

## Section C: curriculum

**MYP only:** Eight groups of teachers, each group representing one of the eight subject groups, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the questions in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 8 + 1 responses to Section C.) All subject group responses to Section C must be sent to the regional office.

**Diploma Programme only:** Seven groups of teachers, each group representing one of the six subject groups and TOK, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the questions in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 7 + 1 responses to Section C.) All subject group responses to section C must be sent to the regional office.

### The school

#### PYP

1. Describe the procedures by which the school's scope and sequence for each subject group is determined within the required PYP framework.

2. If the school teaches subject-specific scope and sequences defined by a body other than the IBO (eg national or state requirements), describe the ways in which teachers have adapted those requirements to conform to PYP standards and practices.

3. Describe how the units within the programme of inquiry are selected, and the mechanism in place for reviewing the programme of inquiry.

4. Indicate the collaborative planning schedule for all teachers, including the PYP coordinator, to allow for the development and articulation of the PYP.

5. Describe the role of single-subject teachers in the development of the units of inquiry.

**MYP**

*The following questions must be answered by a group representing all subject groups for the programme, and including the programme coordinator.*

1. If the school teaches subject-specific syllabuses defined by a body other than the IBO (eg national or state requirements), describe the ways in which teachers have adapted those requirements to conform to MYP standards and practices.

2. Describe the procedures used to consider and determine relative weighting of curriculum time for each subject group and subject.

3. Describe the process by which teachers have considered and adapted the wording of the level descriptors for each assessment criterion of MYP subjects to reflect the expected achievement levels in each year of the programme.

4. Describe the system of recording and reporting the assessment of student achievement against MYP objectives and assessment criteria. How often does the school report the students' achievements, including academic results, to parents?

5. If applicable, describe any streaming or options available to students within MYP subject groups.

6. How does the support system (pastoral care/homeroom/advisory) for MYP students integrate with and complement the delivery of the MYP?

### Diploma Programme

The following questions must be answered by a group representing all subject groups in the programme, and including the programme coordinator.

1. How does the support system (pastoral care/homeroom/advisory) for Diploma Programme students integrate with and complement the delivery of the Diploma Programme?

2. Describe the system in place for the induction of students into the Diploma Programme, and how each student's programme of study is put together.

### The standards and practices

Please select the appropriate box.

**MYP only:** Eight groups of teachers, each group representing one of the eight subject groups, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard.

**Diploma Programme only:** Seven groups of teachers, each group representing one of the six subject groups and TOK, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard.

Standard C1	Requires significant attention	Shows satisfactory development
A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.		

Practices	Degree of implementation			
	Lo w	→	Hig h	
<b>Common:</b>				
1. A comprehensive, coherent curriculum is available in written form to all sections of the school community (including students, teachers, parents, administrators and members of the governing body).				
2. The curriculum is developed with consideration for students' previous learning experiences and future educational needs.				
3. The curriculum clearly identifies the skills, concepts, knowledge and attitudes to be taught over time.				
4. The curriculum places appropriate demands on students according to their age and stage of development, and incorporates issues that are relevant to them.				
5. The curriculum encourages students to become aware of individual, local, national and global issues.				
6. The curriculum promotes all the attributes of the IB learner profile.				
7. The curriculum encourages students to develop strategies for their own learning and assessment, and to assume increasing levels of responsibility in this respect.				
8. The curriculum provides ample opportunity for student inquiry and the presentation of ideas.				
9. The curriculum provides opportunities for students to work both independently and collaboratively.				
10. The curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences.				
11. The curriculum is regularly reviewed in the light of programme developments.				
12. The school takes advantage of local community organizations and the expertise of other adults to foster learning within the scope of the curriculum.				
13. Where appropriate, the curriculum provides for learning experiences to be made visible to others through displays, posters, public performances etc.				
14. The school actively supports the development of the				

Practices	Degree of implementation			
	Lo w	→		Hig h
mother-tongue language of all students.				
15. The school provides opportunities for students to learn at least one language in addition to their mother tongue.				
<b>PYP:</b>				
16. There is a coherent, articulated programme of inquiry.				
17. The programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.				
18. The programme of inquiry allows for a balanced inclusion of the subject areas.				
19. There is a system for regular review and refinement of individual units of inquiry and the programme of inquiry.				
20. Adequate time is allocated for each unit of inquiry to allow for extensive in-depth inquiry, according to the requirements of the programme.				
21. The curriculum includes the required number of units per year.				
22. For each subject area the school has adopted or developed a scope and sequence document that indicates the planned development of skills, knowledge and conceptual understanding.				
23. If the school adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.				
24. There is a systematic approach to integrating the subject-specific scope and sequences with the programme of inquiry, where such integration clearly enhances student learning.				
25. There is a carefully considered balance between disciplinary and transdisciplinary planning and teaching.				
26. There is adequate provision for the study of the host/home country, the culture of individual students, and the culture of others, including their belief systems.				

Practices	Degree of implementation			
	Lo w	→	Hig h	
<b>MYP:</b>				
27. The school fosters holistic education by ensuring that teachers consider the curriculum as a coherent experience, through the areas of interaction, in every year of the programme.				
28. The areas of interaction are developed within and across the academic disciplines, so that students acquire an understanding of each.				
29. Each area of interaction involves all subject teachers in raising awareness and providing appropriate learning experiences.				
30. Clear objectives and learning strategies have been developed for each area of interaction.				
31. The curriculum fulfills the aims and objectives of each subject group.				
<b>Diploma Programme:</b>				
32. The school provides appropriate information about the programme to potential students and advises them in their choice of courses.				
33. There is a balance of subjects on offer in the school as well as an appropriate student schedule that provides for student access to the full diploma.				
34. The school supports the central role of TOK by assigning adequate staffing and time for student learning and assessment, and establishing links to other subjects.				
35. There is an appropriate and varied CAS programme.				
36. The school provides guidance to students on progression to higher education and other career opportunities.				

**The statement of conclusions****Strengths:**

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**Practices in need of strengthening:**

--

**Proposals for improvement:**

--

<b>Standard C2</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
The school has implemented a system through which all teachers plan and reflect in collaborative teams.		

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.				
2. Planning at the school takes place collaboratively.				
3. Planning at the school enables all teachers to gain an overview of the students' whole learning experience.				
4. Planning at the school is based on agreed expectations for student learning and in the context of a coherent programme.				
5. Planning at the school accommodates a range of learning needs and styles, as well as varying levels of competencies.				
6. Planning at the school addresses assessment issues throughout the planning process.				
7. Planning at the school recognizes that, in practice, all teachers are language teachers and consequently appropriate consideration is given to their responsibility in facilitating communication.				
<b>PYP:</b>				
8. Planning at the school focuses on strengthening the transdisciplinary nature of the curriculum and on ensuring that the pedagogy of the PYP is pervasive throughout the entire programme.				
9. Planning at the school addresses all the essential				

Practices	Degree of implementation			
	Low	→		High
elements (concepts, skills, knowledge, attitudes and action).				
10. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers.				
11. Planning at the school includes provision for easy access to completed PYP planners.				
12. Planning at the school provides opportunities for students to be involved in planning for their own learning and assessment.				
13. Planning at the school is documented on PYP planners that are coherent records of the learning experiences of students in developing their understanding of central ideas.				
<b>MYP:</b>				
14. Planning at the school facilitates interdisciplinary learning to strengthen cross-curricular skills and deepen the understanding of wider concepts.				
15. Planning at the school includes the coordination of the five areas of interaction from years 1 to 5 to ensure progression of learning.				
16. Planning at the school includes the coordination of the curriculum within each subject group that is taught to all MYP students.				
<b>Diploma Programme:</b>				
17. Planning at the school includes the discussion and use of teaching and learning strategies appropriate to the objectives of the separate components of the Diploma Programme.				

**The statement of conclusions****Strengths:**

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**Practices in need of strengthening:**

--

**Proposals for improvement:**

<b>Standard C3</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.		

<b>Practices</b>	<b>Degree of implementation</b>		
	<b>Low</b>	<b>→</b>	<b>High</b>
<b>Common:</b>			
1. Teaching and learning at the school builds on what students know and can do.			
2. Teaching at the school allows students to become actively responsible for their own learning.			
3. Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.			
4. Teaching and learning at the school recognizes and reflects multiple perspectives.			
5. Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.			
6. Teaching and learning at the school is supported by a range of appropriate resources, including ICT.			
7. Teaching at the school engages students as critical thinkers with developing views of their own.			

Practices	Degree of implementation			
	Lo w	→		Hig h
8. Teaching and learning at the school encourages students to take appropriate action in response to their own needs and the needs of others.				
9. Teaching at the school meets the needs of students who are not proficient in the language(s) of instruction.				
10. Teaching and learning at the school promotes the understanding and practice of academic honesty.				
<b>PYP:</b>				
11. Teaching at the school uses inquiry across the curriculum, and by all the teachers.				
12. Teaching at the school provides for grouping and regrouping students for a variety of learning situations.				
13. Evidence is collected of each student's engagement with inquiry in its various forms.				
14. Students are shown how to reflect on their development and understanding through careful consideration of their work over time, and are able to articulate this development to others.				

**The statement of conclusions**

**Strengths:**

**Practices in need of strengthening:**

**Proposals for improvement:**

<b>Standard C4</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.		

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. There is a written assessment policy in place that is available to all sections of the school community.				
2. Assessment at the school is viewed as being integral with planning, teaching and learning.				
3. Learning expectations and integral assessment strategies are made clear to students and parents.				
4. The school uses a balanced range of strategies for formative and summative assessment, which are reviewed regularly.				
5. Learning at the school involves students in both peer- and self-assessment.				
6. The levels of students' current knowledge and experience are assessed before embarking on new learning.				
7. Students are provided with regular and prompt feedback to inform and improve their learning.				
8. Assessment at the school provides students with regular opportunities for reflection on their own learning.				
9. There are efficient systems for recording data about student learning, which are in keeping with the requirements of the programme.				
10. The assessment process allows for meaningful reporting to parents about students' progress.				
11. Assessment data is analysed to provide information about the individual needs of students.				

Practices	Degree of implementation			
	Lo w	→		Hig h
12. Assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies.				
<b>PYP:</b>				
13. Assessment addresses all the essential elements of the programme.				
14. Data, including evidence of development in terms of the IB learner profile, is reported to all participants in the learning process: students, parents, teachers and school administrators, and other schools at the time of transfer.				
15. Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time.				
<b>MYP:</b>				
16. Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups and the personal project, according to a criterion-referenced approach.				
17. The assessment focuses on process as well as product.				
18. Teachers/supervisors participate in the standardization of assessment, where appropriate.				
<b>Diploma Programme:</b>				
19. Student learning is regularly assessed against the objectives and assessment criteria specific to each subject.				

**The statement of conclusions**

**Strengths:**

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**Practices in need of strengthening:**

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**Proposals for improvement:**

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## Section D: the student

### The school

1. How do you induct and integrate newly arrived students into the programme at the **beginning** of the school year and **during the course** of the school year?

--

2. How does the school encourage a climate of service to the community?

--

3. How do current practices ensure students fulfill the aims of the PYP exhibition/personal project/extended essay?

--

### The standards and practices

Please select the appropriate box.

<b>Standard D1</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.	<input type="checkbox"/>	<input type="checkbox"/>

<b>Practices</b>	<b>Degree of implementation</b>		
	Low	→	High
<b>Common:</b>			
1. The school provides a climate in which students learn to respect and value self-initiated action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practices	Degree of implementation			
2. Opportunities are provided for students to develop the skills and attitudes that lead to taking action.				
	Low	→		High
3. The school supports students in learning how to reflect on their experiences and make more informed, independent choices.				
4. The school provides opportunities for student action to be an integral part of the curriculum and/or an extension of the curriculum.				
<b>MYP:</b>				
5. Community and service is part of all students' MYP experience in every year of the programme.				
6. Community and service is coordinated through every year of the programme to ensure progression of learning.				
7. Community and service involves all subject teachers in raising awareness of community issues.				
8. Community and service is monitored for each student and is reflected in the portfolio of achievement.				
<b>Diploma Programme:</b>				
9. The school provides opportunities for students to choose their own CAS activities and to undertake activities in a local or international environment as appropriate.				

**The statement of conclusions**

**Strengths:**

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**Practices in need of strengthening:**

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**Proposals for improvement:**

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<b>Standard D2</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.		

<b>Practices</b>	<b>Degree of implementation</b>			
	Low	→	High	
<b>Common:</b>				
1. Teachers/supervisors understand the requirements of the exhibition/personal project/extended essay and how to assess it.				
2. Teachers/supervisors guide students through each phase of the process.				
3. Students are provided with formative feedback throughout the process.				
4. Parents are informed about the nature of the exhibition/personal project/extended essay, its role in the programme and the work expected from the students.				
<b>PYP:</b>				
5. The exhibition is thoroughly planned well in advance and records are kept of the process.				
6. All students are actively and productively involved in the exhibition from planning stages to the final presentation.				
7. The exhibition reflects all major features of the programme including evidence of the five essential elements.				
8. The exhibition incorporates a range of media and forms of expression (for example, written work, oral presentations, performances).				
9. The exhibition is shared with members of the wider school community (for example, governing body, parents, secondary school colleagues and students).				

Practices	Degree of implementation			
	Low	→		High
10. There is adequate assessment of and reflection on the exhibition, with opportunity provided for input from students, parents and teachers.				
11. There is appropriate monitoring of the exhibition, and adequate records are kept of teacher collaboration and reflection.				
<b>MYP:</b>				
12. Students are fully briefed on the nature, objectives and assessment criteria of the personal project.				
13. Students have been adequately prepared for the process of the personal project through approaches to learning.				
14. Students are allowed to choose from a variety of projects according to the guidelines provided in the <i>Personal Project</i> guide.				
15. Students are provided with adequate individual supervision in the school.				
16. Students keep a process journal, and are aware that the process is as important as the product itself.				
17. Students have access to adequate resources in the school and community.				
18. Students are given the chance to present their project and its significance to an audience (for example, through an interview, class presentation or special event).				
19. All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.				
20. All supervisors participate in the standardization of assessment, where appropriate.				
<b>Diploma Programme:</b>				
21. The school promotes the value of the extended essay as a research exercise.				
22. Appropriate provision is made for the supervision of the extended essay.				
23. Students are fully briefed on the nature, objectives and assessment criteria of the extended essay.				

Practices	Degree of implementation		
	Low	→	High
24. Students have access to adequate resources in the school and community.			
25. All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.			

**The statement of conclusions**

**Strengths:**

**Practices in need of strengthening:**

**Proposals for improvement:**

## Summary of main conclusions

This section should include a summary of overall conclusions reached at the end of the process of self-study. This statement should represent a general self-assessment of the delivery of the programme within the school, and contain comments regarding the following:

- the principal strengths identified during the self-study
- the principal areas in need of strengthening
- the proposals and time line for improvement and development of the programme within the school.

In the preparation of this summary of main conclusions, each section of the self-study questionnaire should be considered and the descriptive comments reviewed carefully. Therefore, this statement should reflect views expressed by a range of people in the school, including responses to the self-study questionnaire where opinions differ.

### Principal strengths:

### Principal practices in need of strengthening:

### Principal proposals for improvement:

We agree that this electronic questionnaire, whether signed electronically or not, will be understood by the IBO to have been read and endorsed by the head of the school, without a signed hard copy being necessary.

Programme coordinator's signature:

School principal's signature:

Summary comments from the head of the school:

Head of school's signature  
(if different from school principal):



## Appendix 2: weekly time allocations for single-subject teaching by grade level

	Total number of teachers working with age groups per week	Physical education	Music	Library	Language (specify which)	Art	Other (specify which)	Other (specify which)
<i>Example 10–11s</i>	5	1x45	2x45	1x60	<i>French: 5x45</i>	1x45	<i>none</i>	<i>none</i>
<b>3–4s</b>								
<b>4–5s</b>								
<b>5–6s</b>								
<b>6–7s</b>								
<b>7–8s</b>								
<b>8–9s</b>								
<b>9–10s</b>								
<b>10–11s</b>								
<b>11–12s</b>								

**Notes**

1. Give number of classes and length of class in minutes.
2. The subject headings here are examples. It is not required by the PYP that these or any other subjects are taught by single-subject teachers.

PYP appendices

3. Indicate with an \* single-subject classes at which homeroom teacher is present.
4. Please adjust this template as appropriate to reflect teaching in your school.

### Appendix 3: PYP staff training

Please indicate what IBO-approved PYP professional development and training the members of your teaching staff have received since authorization or the last evaluation visit.

	<b>Name</b>	<b>Regional workshops: place/date/ number of days</b>	<b>In-school workshops: date/number of days</b>
<b>Head of school/primary school principal</b>			
<b>Coordinator</b>			
<b>Year/grade 3–4 years</b>			
<b>Year/grade 4–5 years</b>			
<b>Year/grade 5–6 years</b>			
<b>Year/grade 6–7 years</b>			
<b>Year/grade 7–8 years</b>			
<b>Year/grade 8–9 years</b>			
<b>Year/grade 9–10 years</b>			
<b>Year/grade 10–11 years</b>			
<b>Year/grade 11–12 years</b>			

	<b>Name</b>	<b>Regional workshops: place/date/ number of days</b>	<b>In-school workshops: date/number of days</b>
<b>Arts</b> <i>(please specify)</i>			
<b>Physical education</b>			
<b>Library/media centre staff</b>			
<b>Others</b> <i>(administrators, counsellors, etc)</i>			

**Intended professional development over the next year:**

## Appendix 4: transdisciplinary units of inquiry

Age of students	Number and title of units of inquiry taught	Teaching staff involved in planning the units
3–4 years		
4–5 years		
5–6 years		
6–7 years		
7–8 years		
8–9 years		
9–10 years		
10–11 years		
11–12 years		



Appendix 6: PYP implementation budget for the next five years

	Post-authorization / evaluation year 1	Post-authorization/ evaluation year 2	Post-authorization/ evaluation year 3	Post-authorization/ evaluation year 4	Post-authorization/ evaluation year 5
<b>Resources:</b>					
Library/ media centre					
Classrooms					
Other teaching facilities					
<b>Professional development:</b>					
Regional workshops					
In-school workshops					
Visits to PYP schools					
Other					
<b>Other expenses:</b>					
<b>TOTAL</b>					

Appendix 7: action plan for ongoing implementation of the PYP

Goal	Strategies	Date to be achieved	Person/group responsible for achieving the goal	Evidence of achievement of, or progress towards, the goal

# MYP appendices

## Appendix 1: classes in the MYP section

Name of teacher	Year of programme	Age of students	Class name	Number of students
Eg Ms Alfonso	Year one	11–12 years	Class A	15

## Appendix 2: scheduling of MYP subject groups and languages of instruction

Please indicate the number of hours (60 minutes) devoted to instruction in each subject group for each year of the programme.

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5
Language A					
Language B					
Humanities					
Sciences					
Mathematics					
Arts					
Physical education					
Technology					

Please indicate the language(s) of instruction for each of the subject groups in each year of the programme.

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5
Language A					
Language B					
Humanities					
Sciences					
Mathematics					

<b>Arts</b>					
<b>Physical education</b>					
<b>Technology</b>					

### Appendix 3: MYP staff training

Please indicate when your teachers, in each of the eight subject groups, received training since authorization or since the last evaluation visit. For partnerships\*, at least one teacher in each subject group from each site must be trained at an IB workshop. We are also interested in which teachers, if any, have visited other MYP schools.

Subject groups	Name of teacher, qualifications, teaching experience (number of years), full time/part time (FT/PT)	MYP courses and grade levels taught	Training at IB workshops: place and date	School visits: place and date
Language A				
				<i>(add rows as necessary)</i>
Language B				
				<i>(add rows as necessary)</i>
Humanities				
				<i>(add rows as necessary)</i>
Sciences				

				<i>(add rows as necessary)</i>
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<b>Mathematics</b>				
				<i>(add rows as necessary)</i>

<b>Arts</b>				
				<i>(add rows as necessary)</i>

<b>Physical education</b>				
				<i>(add rows as necessary)</i>

<b>Technology</b>				
				<i>(add rows as necessary)</i>

<b>Head of school</b>				
				<i>(add rows as necessary)</i>

<b>Coordinator</b>				
				<i>(add rows as necessary)</i>

<b>Others (administrators, counsellors, librarians, etc)</b>				
				<i>(add rows as necessary)</i>

\* Note: Please complete one chart for each site in the partnership.

## Appendix 4: MYP resources

### FINANCIAL PLANNING

1 What funding is available to enable staff to undertake IBO-approved professional development and training for this current year, and for the next three years?

Current year	<input type="text"/>
Year 1	<input type="text"/>
Year 2	<input type="text"/>
Year 3	<input type="text"/>

Comments:

### SCHOOL FACILITIES

2a List the teaching facilities provided for all MYP subjects. *Please provide a summary.*

<b>Languages</b>	<div style="border: 1px solid black; height: 25px;"></div>
<b>Humanities</b>	<div style="border: 1px solid black; height: 25px;"></div>
<b>Sciences</b>	<div style="border: 1px solid black; height: 25px;"></div>
<b>Mathematics</b>	<div style="border: 1px solid black; height: 25px;"></div>
<b>Arts</b>	<div style="border: 1px solid black; height: 25px;"></div>
<b>Physical education</b>	<div style="border: 1px solid black; height: 25px;"></div>
<b>Technology</b>	<div style="border: 1px solid black; height: 25px;"></div>

2b Does the school have a full-time librarian?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

2c Give the approximate number of different book titles and electronic media in the school library/media centre for students, by language. *Please specify the languages and add columns if necessary.*

	Language 1	Language 2	Language 3	Other
<b>General reference</b>	<div style="border: 1px solid black; height: 25px;"></div>	<div style="border: 1px solid black; height: 25px;"></div>	<div style="border: 1px solid black; height: 25px;"></div>	<div style="border: 1px solid black; height: 25px;"></div>

<b>Non-fiction</b>				
<b>Fiction</b>				
<b>Periodicals</b>				
<b>CD-Roms</b>				
<b>Videos/DVDs</b>				
<b>Audio-cassettes</b>				

2d Do the students have access to the Internet in the library/media centre? Yes   
 No

2e Please indicate the library staff's involvement in planning the teaching of the MYP.

2f Please indicate the nature of ICT resources available to teachers and students in other parts of the school.

2g What system is in place to review and renew library resources?

# Diploma Programme appendices

## Appendix 1: current and proposed Diploma Programme budget

Three-year budget	Current year: 20__	Next year: 20__	Following year: 20__
<b>IB fees:</b>			
Annual subscription			
<i>Per capita fees*</i>			
Registration fees*			
Subject fees*			
TOK and the extended essay*			
Other:			
Other:			
<b>Administrative costs:</b>			
Staff development			
Postage			
Printing / office supplies			
Curriculum development			
Other:			
Other:			
<b>Resource needs:</b>			
Instructional materials			
Media materials			
Technology needs			
IB publications			
Other:			
Other:			
<b>Personnel time: (% release time)</b>			
DP coordinator			

CAS coordinator			
Secretarial assistance			
Other:			

\* Only include these fees if your school/school district pays them.

## Appendix 2: subjects offered in the Diploma Programme

IB subject group	Subjects taught	HL hours instruction		SL hours instruction	
		Year 1	Year 2	Year 1	Year 2
Group 1: language A1					
Group 2: language B, A2, <i>ab initio</i> , classical languages (indicate which one)					
Group 3: individuals and societies					
Group 4: experimental sciences					
Group 5: mathematics & computer science					
Group 6: arts					
TOK					
School-based syllabuses					

--	--	--	--	--	--

### Appendix 3: attendance at IB workshops and conferences (completed or scheduled)

DP Area	Teacher name	Event/topic	Place and date
Group 1: language A1			
Group 2: language B, A2, <i>ab initio</i> , classical languages (indicate which one)			
Group 3: individuals and societies			
Group 4: experimental sciences			
Group 5: mathematics & computer science			
Group 6: arts			
TOK			
Head/principal			
DP coordinator			
CAS coordinator			

Others (please specify, eg librarian, counsellors)			
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Appendix 4: Diploma Programme examination results over the last five years

Year	Number of diploma courses offered	Total number of candidates examined	Number of diploma candidates	Number of certificate candidates	Number of diplomas awarded	Number of exams administered	Number of exam scores between 4–7



