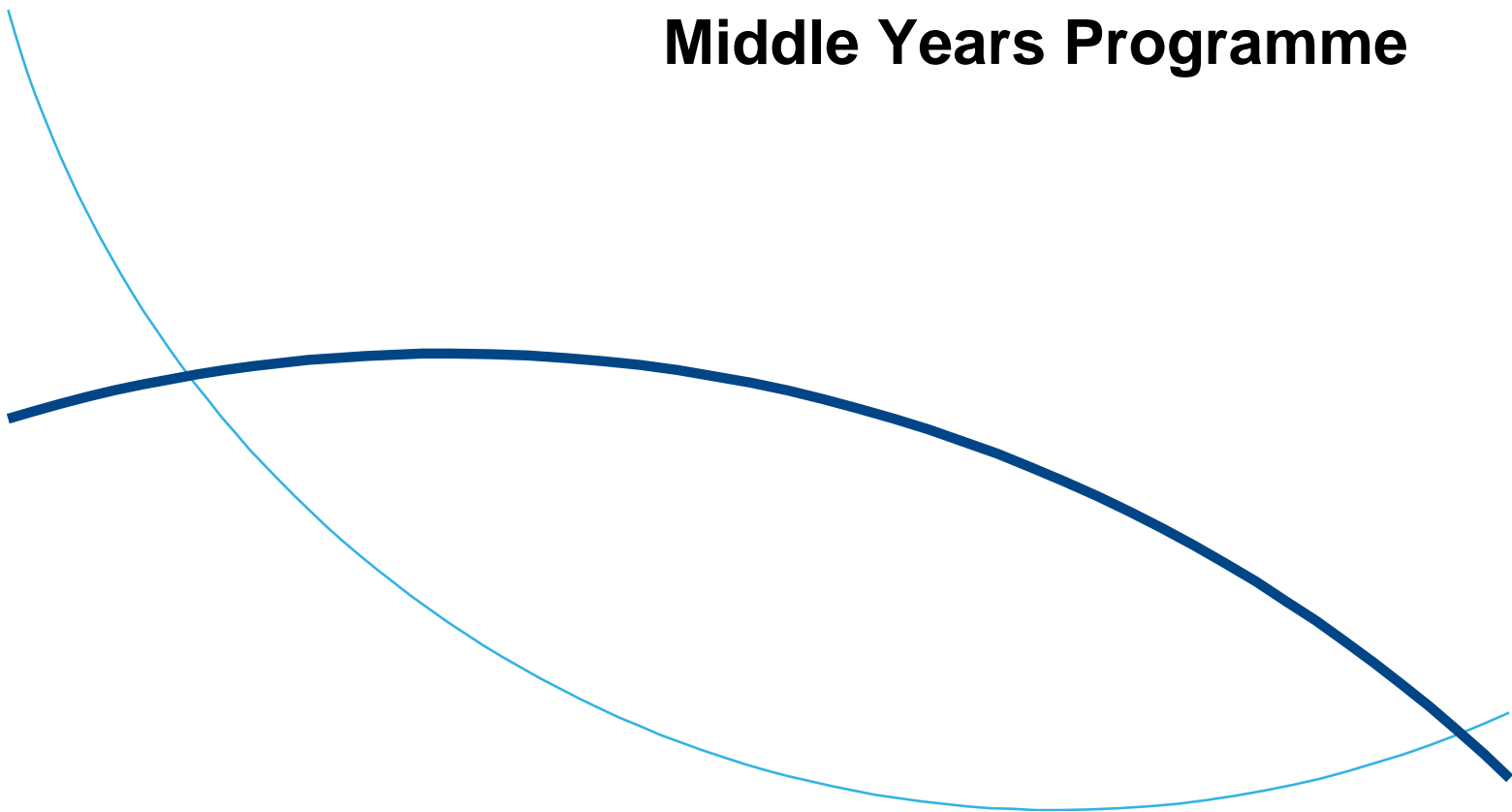




Programme evaluation guide and self-study questionnaire: Middle Years Programme



Middle Years Programme
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Aims of the programme evaluation process

Programme evaluation is both a requirement and a service provided by the IB Organization to IB World Schools. The aim is for the IB to ensure on a regular basis that the standards and practices of the programmes are being maintained.

The *Programme standards and practices* is the foundational document used by schools and the IB to ensure quality and fidelity in the implementation of its programmes in IB World Schools. The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

This process allows the IB to work closely with schools in their ongoing development of the programmes. It does not seek to appraise or assess individual teachers or students. It is a process of formal reflection involving all stakeholders within the school community.

Schools have found this process to be the source of new dynamism and momentum within the school and have incorporated it as a natural dimension of the school life, implemented continuously beyond the IB-specific requirement. It provides an opportunity to pause and reflect honestly on achievements and new initiatives in order to enhance the implementation of the IB programme. It has also proved to be an opportunity for increased communication within the school.

Within this process, there are certain expectations for the school and for the IB, which are described below:

The school is expected:

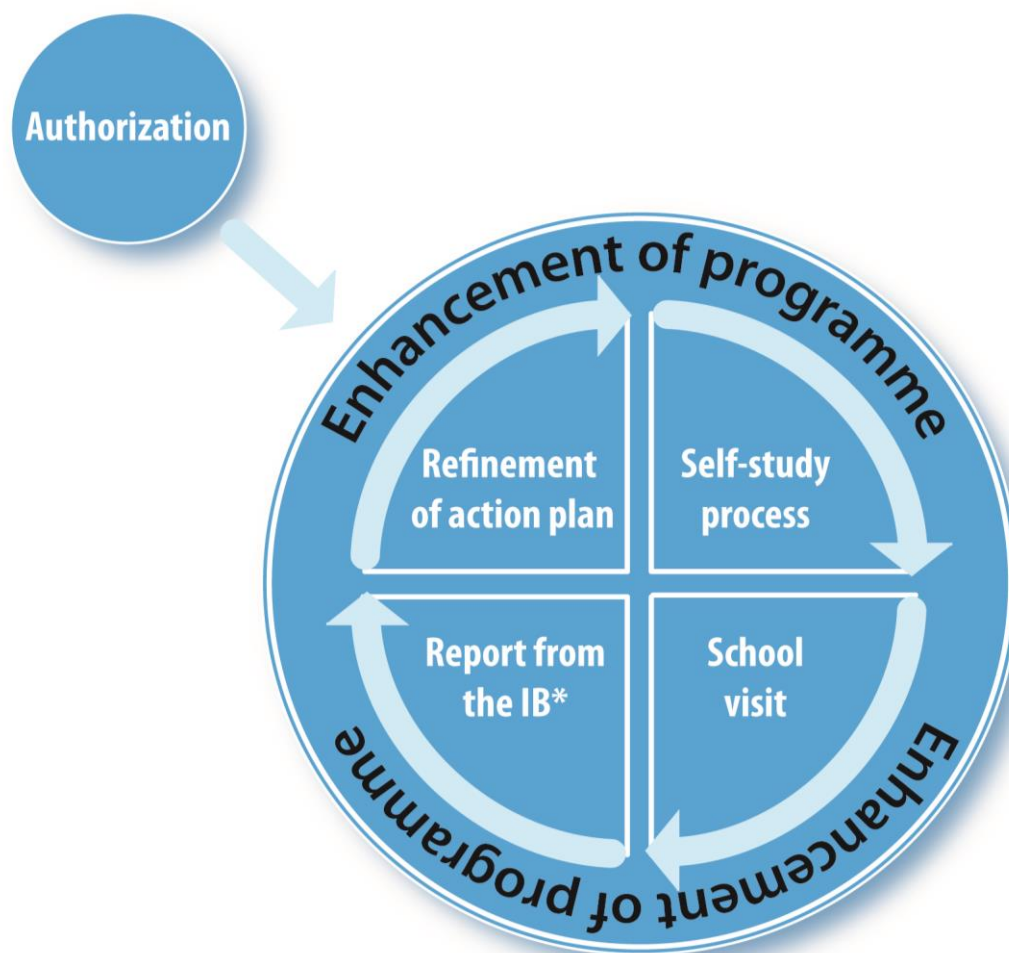
- to determine its own assessment of the implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to identify major achievements during the period under review and to identify practices that need further development.

The IB is expected:

- to analyse and evaluate the school's implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to commend schools on practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or show outstanding implementation
- to provide guidance on enhancing the implementation of the programme in the school
- to point out areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Overview of the evaluation process

Schools should consider programme evaluation as an ongoing process of action and reflection that aims to enhance the implementation of the programme. This process is supported by the school's ongoing action plan, which is based on the *Programme standards and practices*. The IB evaluation process should be considered as a verification of this ongoing process in the school. This is shown in the diagram below.



* If the report includes matters to be addressed, the school will be asked to respond to these matters as mentioned below.

The role of the school's action plan

Whilst completing the applications for candidacy and authorization, the school was asked to submit an action plan based on objectives drawn from the *Programme standards and practices*. Once the school is authorized, the IB expects the school to continue developing the programme at the school, refining and further developing its practices in order to achieve the standards, in accordance with the *Programme standards and practices*. To this end, the school is expected to continue updating the action plan in line with the priorities set out by the school, which should include the IB recommendations from previous evaluation or authorization processes.

At the time of evaluation, the school is expected to incorporate the results of its self study into the action plan. This plan is submitted as part of the supporting documentation.

After evaluation, the school is expected to incorporate the IB recommendations from the evaluation report into the action plan for the new five-year cycle. However, responses to matters to be addressed will be required within a time frame set by the relevant IB office. This will be separate from the action plan.

The action plan will help the school to define its objectives and to monitor its progress towards achieving these. It will also help to ensure that a culture of ongoing reflection and improvement permeates the school.

Frequency

The evaluation process occurs every five years after authorization.

The relevant IB office provides information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as date of the evaluation visit.

Professional development requirements at evaluation

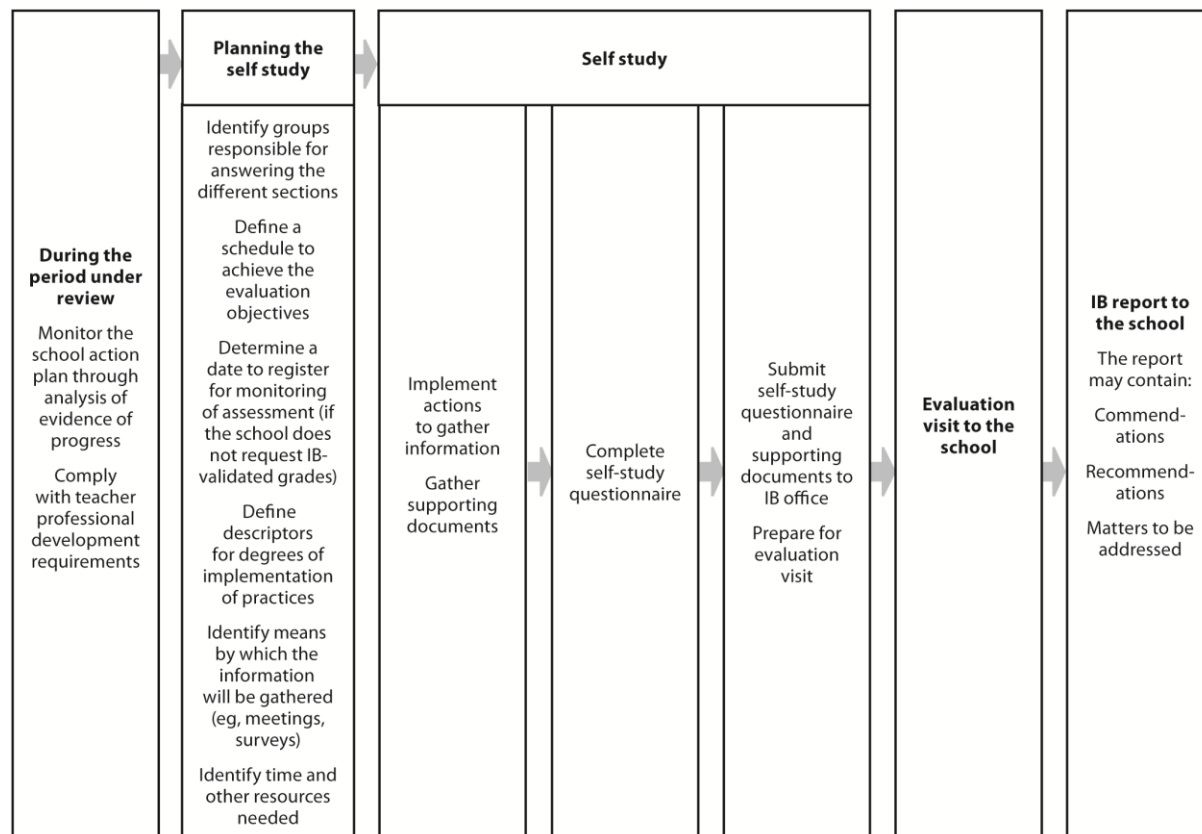
Over the period under review, the school must have a plan that will ensure its compliance with the following requirements related to IB-recognized professional development.

For partnerships only: Every school in a partnership must comply with the IB professional development requirements individually.

- The head of school (or designee), if appointed during the period under review, must participate in an appropriate IB workshop.
- At least one teacher per revised subject group (since authorization or previous evaluation) must participate in an IB workshop designed for that purpose.
- At all times, at least one teacher per subject group must have been trained in an IB category 1 or 2 workshop.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme. Specifically, it is recommended that teachers and pedagogical leaders who have been hired during the period under review should participate in appropriate IB workshops.

Steps of the programme evaluation process



Planning the self study

For partnerships only: The self-study process should be carried out as one school so that one self-study questionnaire is submitted by the contact school for the partnership as a whole. Where questions require separate responses from partner schools, these are indicated in the questionnaire.

The self-study process is the most important aspect of the entire process of programme evaluation.

When planning the self study, consider what the school should do in order to successfully comply with this requirement. Specifically, the school should take the following steps.

- Consider that the self study will take place over at least 12 months because all those involved in the organization and implementation of the programme should contribute to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents. It involves looking at all aspects of school life that are affected by the programme.
- Identify who will be responsible for organizing the process. Normally, the IB programme coordinator fulfills this role in close collaboration with the pedagogical leadership team.
- Ensure that the leader in charge of organizing the process has the time and resources necessary to organize and coordinate the activities that the process entails.
- Determine who will be responsible for the completion of each section of the self-study questionnaire and the gathering of required documentation.
- Define the support that the teams will receive in order to carry out the activities (financial resources, clerical/technical support, and so on).
- Determine the date for registering for monitoring of assessment (if the school does not request IB-validated grades) in accordance with the guidelines provided in the current *MYP Coordinator's handbook*. The date of submission needs to be such that it will allow the school to receive the feedback from the IB and to analyse it before submitting the self-study questionnaire.
- Define descriptors for levels of implementation of practices.
- Determine the means by which feedback of stakeholders will be gathered (for example, surveys, face-to-face meetings). Define objectives and contents.
- Reserve significant formal meeting time to carry out this process. Meetings need to be carefully organized, allowing time for reflection, discussion and collating of evidence, if applicable.
- Further clarify aspects of the process to those who will be contributing to the study, including:
 - overview of the aims of the process
 - importance of understanding the *Programme standards and practices*
 - explanation of the descriptors to be applied when deciding on levels of implementation of practices to ensure consistency
 - importance of identifying and analysing school evidence to justify levels of implementation
 - importance of presenting evidence in order to verify conclusions
 - need for reflection on the gathered evidence in order to decide whether a standard shows satisfactory development or needs significant attention
 - guidelines and timelines for the completion of the sections of the questionnaire.
- Inform the wider school community about the process in order to gain their support.
- Analyse all the findings and discuss outcomes with those involved in the process, as appropriate.

- Finalize the self-study questionnaire and action plan for submission.
- Verify the collection of supporting documents.
- Submit the questionnaire and supporting documents electronically to the IB by the specified date, signed and agreed by the head of school.

Gathering evidence

The self study should be evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review—normally five years.

Documents related to the self-study questionnaire—including surveys and reflections—that are not explicitly required as part of this process by the IB should be kept at the school in case they are needed to inform aspects of what was submitted.

As part of the self study, the school is required to include a response to the IB recommendations from the previous evaluation or authorization report.

Deciding on the levels of implementation of each practice

When completing the self-study questionnaire, the school should indicate the level of implementation of each practice described in the document.

The self-study questionnaire section of this document contains tables that outline the MYP standards and practices. Indicate the level of implementation in the four columns to the right of each practice. The school must develop descriptors showing gradation from low level of implementation to high level of implementation. In order to ensure consistency it is essential that all participants in this process have a common understanding of these descriptors.

Meeting the standards

After carefully analysing the practices currently in place at the school and the evidence that was gathered to show their implementation, the school must carry out a reflective process to decide whether it is meeting the standards and how it will plan the next five-year period based on the outcomes of the evaluation process that has taken place.

Submission of the self-study questionnaire and supporting documents

The relevant IB office will provide schools with details on how to submit the self-study questionnaire and supporting documents electronically.

The evaluation visit

Upon submission of the self-study questionnaire, a visit to the school will be carried out to verify the school's assessment of its implementation of the programme.

The purpose of the visit is to verify this assessment in order to ensure that the standards and practices on which the IB programme is founded are maintained and furthered. A description of the visit can be found in the following pages of this document.

The findings of the visit will inform the final evaluation report sent to the school.

The evaluation report

After analysis of the self-study questionnaire, the supporting documents and the findings of the school visit, the IB will send a final report to the head of school, which will reflect on the self study submitted by the school, including the process and the conclusions that the school reached. It is the head's responsibility to share the findings of this report with the school community.

The report may include:

- **Commendations:** These relate to school practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or outstanding implementation.
- **Recommendations:** These provide guidance for the school on further developing the programme.
- **Matters to be addressed:** These are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Response to matters to be addressed

If the report includes matters to be addressed, the relevant IB office will prescribe a deadline by which the school is required to submit a response to these. The response will include evidence that the matters have been addressed or that an acceptable plan has been made for their accomplishment, as applicable. The pertinent articles from the *Rules for IB World Schools: Middle Years Programme* will apply when schools do not fulfill these requirements.

The evaluation visit

Once the school has submitted the self-study questionnaire and its supporting documents, an IB visiting team will conduct a visit to the school.

Aims of the visit

The visit will verify the school's self assessment as reflected in the self-study questionnaire.

For this purpose, the visiting team will:

- gather evidence and describe findings with regard to the progress of the implementation of the programme in relation to the *Programme standards and practices* since the last evaluation process or since authorization
- identify practices that are beyond the requirements and those whose further development will contribute to the effective implementation of the programme.

The aim of the visit is not to appraise or assess individual teachers or school administrators. It is an aspect of the evaluation process that seeks to ascertain the effectiveness of the programme implemented in the school as described in the school's self study.

Description of the visit

When and how long?

The IB will arrange the visit with the school at an appropriate time. Each visit normally lasts two to three days, but the IB may decide on a greater length depending on the size of the school.

Who is involved?

The IB visiting team

Composition

The IB visiting team normally comprises two to three experienced IB educators who have been duly trained according to global IB policies to become site visitors. The IB may decide on a greater number according to the size of the school. The team is selected by the appropriate IB office.

Staff from the school being visited cannot be members of the visiting team. Normally, members of the team may not visit schools where they have recently taught or with which they otherwise have, or have had, a close relationship. If it presents a potential conflict of interest, team members should not visit a school in close proximity to their own.

Responsibilities of the visiting team

Members of the visiting team are aware of the aims of the visit and should follow specific procedures for conducting the visit. They have read the documents related to the school they visit.

The school community

The visiting team will have meetings with different members of the school community (members of the governing body, leadership team, IB coordinator, IB teachers, students and parents), will visit the school facilities and will observe classes.

How is it organized?

School's responsibilities

- Defining an agenda with the IB.
- Funding the visit, according to IB procedures established for this purpose.
- Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable.
- Providing transportation for site visitors from and to the airport and from and to the school, if applicable.
- Making available, in the school, a room for the use of the team throughout the visit where all necessary documentation required by the team will be available. As meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.
- Providing meals during the school day.
- Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish).

IB's responsibilities

- Providing the school with dates for the visit, with enough time for the school to organize it.
- Appointing the members of the visiting team and informing the school of their names in a timely manner.
- Approving the final agenda, after consultation with the school. This will normally be carried out by the leader of the visiting team.

The agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside normal school hours are left to the school: the IB cannot insist that the staff attend.

Any visits to classes will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items:

- Formal interviews with the school administration, governors/board members (if applicable), the IB programme coordinator, the school pedagogical leadership team, teachers, librarians, groups of students, parents and others who are involved in the programme. These interviews will be individual and in groups, as decided by the visiting team leader, and will adhere to the local legal framework.
- Informal dialogues with teachers, students, administrators and other staff members who are involved in the programme.
- Observation of classes.
- Tour of school facilities emphasizing the areas that support the implementation of the programme (library, laboratories, and so on).

Details of the agenda are determined and confirmed before the visit. The precise agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. Sample agendas are available electronically.

The visiting team leader may revise the agenda slightly on site if the need arises and if the school is able to accommodate the request.

Exit interview

At the end of the visit, the visiting team will conduct an exit interview with members of the school administration. Based on the visit and school documentation submitted for the evaluation process, the team will orally communicate the observations made during the visit. The team will take this opportunity to check their facts and to ensure that the subsequent report that they have to write and submit to the IB relevant office accurately depicts the findings.

At this time the visiting team will not provide the school with a response regarding the evaluation, as the visit is but one part of a larger process, the outcome of which will be notified to the school by the IB.

The visiting team will continue discussions among themselves after the visit, and adjustments to their oral report may be made. The visiting team will then complete a written report to be submitted to the relevant IB office.

SUBMIT TO THE IB THE FOLLOWING SECTIONS ONLY

Note to the user

- This questionnaire and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
- The self-study questionnaire should be completed electronically and submitted along with supporting documentation following the guidelines and deadlines provided by the relevant IB office.
- Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses. Add rows as necessary.

For partnerships only: The self-study process should be carried out as one school so that one self-study questionnaire and one set of supporting documents is submitted by the contact school for the partnership as a whole. Where questions require separate responses or separate documentation from partner schools, this is indicated in the questionnaire.

Self-study questionnaire

School presentation

1. Update of school information

For partnerships only: Each partner school must complete the contact details and school information tables individually.

1. CONTACT DETAILS				
Name of school		IB school code		
Legal registered name of school (if different from above)				
Postal address (include city, state, country and postal or zip code)				
Street address (if different from above) (include city, state, country and postal or zip code)				
Telephone <i>(include country and area codes)</i>				
Fax <i>(include country and area codes)</i>				
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (2)	Email address
Head of school (1)				
Head(s) of section where the MYP is implemented <i>(if different from above)</i>				
MYP coordinator				
School public website				

1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Position:** Name of the post of employment at the school

2. SCHOOL INFORMATION

Date school founded or opened

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month

year

Legal status of the school

Note:

- A **government/state/publicly funded school** is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees).
- A **private school** is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income.

Government/state/publicly funded

Private

Other
(specify)

Indicate whether the school is recognized as such by the local educational system.

Yes

No

Include school's accreditation status with other organizations, if any (eg CIS, WASC).

Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.

Type of school

Boys

Girls

Coeducational

Additional information (eg coeducational in primary, boys and girls in secondary)

Boarding only

Day only

Boarding and day

Academic year dates (indicate month only)

Starts

Ends

Age range of students across the whole school

From

years old

To

years old

2. SCHOOL INFORMATION

Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.

Name of the section in the school (eg kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section
Total number of students in the whole school			

What other IB programmes does the school implement or plan to implement?

PYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>
DP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>

What educational programmes are currently taught in each section of the school? (eg national syllabus, AP)

Name of the section	Educational programme
Name of qualification(s) or credential(s) a student can gain upon graduation from the school	

Language(s) of instruction at the school (language through which the disciplines are taught at the school)

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2. Structure of the MYP at the school

Structure of MYP years that the school implements in accordance with local educational structures						Indicate with X
Y1	Y2	Y3	Y4	Y5		
	Y2	Y3	Y4	Y5	Possible provided MYP 1 does not exist at the school	
		Y3	Y4	Y5	Possible provided MYP 1 and MYP 2 do not exist at the school	
			Y4	Y5	Only if the school offers the Diploma Programme	
Y1	Y2	Y3	Y4		Possible if the school ends at MYP 4	
Y1	Y2	Y3			Possible if the school ends at MYP 3	
Y1	Y2				Only if the school offers the PYP	
	Y2	Y3	Y4		Possible provided MYP 1 and MYP 5 do not exist at the school	

3. For partnerships only: Please complete the following table in order to identify the partnership. Indicate the name of the contact school (school where the MYP coordinator for the partnership is located) and of each partner school. Indicate the Middle Years Programme years that each will implement by putting an X in the relevant boxes.

Names of the schools in the partnership	Contact school (school where the MYP coordinator is located) Indicate with X	MYP years implemented in each partner school (indicate with X)				
		MYP 1	MYP 2	MYP 3	MYP 4	MYP 5

4. Write brief paragraphs that describe the following aspects of the school and its community, and highlight any changes that have taken place during the period under review:

- a. The major characteristics of the school that make it attractive for students and parents

- b. The context in which the school is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it

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- c. Student body and staff, including their national, cultural and linguistic backgrounds

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5. Identify any changes to the school legal entity that occurred in the period under review.

For partnerships only: Each partner school should answer this question individually, including its name.

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Self-study

The subsequent questionnaire follows the structure of the *Programme standards and practices*, with programme requirements for the MYP.

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

1. Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>

2. Transcribe the school's mission statement.

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3. Has the school revised its philosophy/mission statement since authorization/the last evaluation? If yes, describe the process by which this was done and who was involved.

4. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is offered? Yes No

- a. If the answer is no, provide a detailed explanation of the reasons for not involving the full cohort in the programme.

- b. Describe how the school has sought to widen access during the period under review.

5. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.

6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of students who have completed the programme if the school has had the opportunity of involving them in the process.

7. Complete the chart below with the results of the self-study process.

Practice		Level of implementation		
		Low	→	High
1.	The school's published statements of mission and philosophy align with those of the IB.			
2.	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.			

Practice		Level of implementation			
		Low	→		High
3.	The school community demonstrates an understanding of, and commitment to, the programmes(s).				
	a. The school shows evidence of developing the fundamental concepts of the Middle Years Programme				
	b. Teachers and students demonstrate an understanding and awareness of the areas of Interaction.				
	c. The school ensures that all staff, students and parents understand the central importance of the personal project for students in the year 5 of the programme.				
4.	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.				
5.	The school promotes responsible action within and beyond the school community.				
6.	The school promotes open communication based on understanding and respect.				
7.	The school places importance on language learning, including mother tongue, host country language and other languages.				
8.	The school participates in the IB world community.				
9.	The school supports access for students to the IB programme(s) and philosophy.				
	a. The school strongly encourages participation for all students.				

8. Conclusions on the standard

a. Complete the table. (*Indicate with X.*)

Standard A	Requires significant attention	Shows satisfactory development
The school's educational beliefs and values reflect IB philosophy.		

b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

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- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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Section B: Organization

Standard BI: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Middle Years Programme.

1. Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>

2. Update the following information. Indicate the age range and number of students to whom the MYP is offered.

MYP years	Name of grades/years as identified in the school	Age range	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each MYP year	If there is a partnership of schools give the name of the school that implements each MYP year
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Total number of MYP students						

3. Do IB students have to fulfill other mandated requirements (for example, national, local requirements)? Yes No

If the answer is yes, provide the following information:

- a. Specify what type of requirements and in which year(s) of the MYP they need to be fulfilled.

- b. If the requirements were introduced or changed in the period under review, how did the school address them in order to comply with them and with the IB requirements?

4. Do students have to meet admissions or selection criteria to be enrolled in the IB programme? Yes No

- a. If the answer is yes, describe the policy that the school applies.

- b. Are the current criteria for enrollment of students in the IB programme a result of a change of policy in the period under review? If this is so, explain the reasons for the change.

5. Governance

- a. Briefly describe the governance structure at the school and highlight any changes that have been made to it during the period under review.

- b. Describe how the governing body (or the educational authorities) is kept informed about the implementation of the MYP.

6. Pedagogical leadership

Describe any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the MYP that have occurred during the period under review and why they were implemented.

7. Policies

Describe the process of revising the language, assessment, academic honesty and special educational needs policies at the school, including who was involved. Indicate when they were last revised.

a. Language policy

b. Assessment policy

c. Academic honesty policy

d. Special educational needs policy

8. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).				
2.	The school has developed a governance and leadership structure that supports the implementation of the programme(s).				

Practice		Level of implementation			
		Low	→		High
3.	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).				
4.	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.				
a.	The Middle Years Programme coordinator is part of the school pedagogical leadership team.				
5.	The school develops and implements policies and procedures that support the programme(s).				
a.	The school has developed and implements a language policy that is consistent with IB expectations.				
b.	The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.				
c.	The school has developed and implements an assessment policy that is consistent with IB expectations.				
d.	The school has developed and implements an academic honesty policy that is consistent with IB expectations.				
e.	The school's organizational structures support the implementation of all subject groups, of the areas of interaction and of the personal project.				
6.	The school has systems in place for the continuity and ongoing development of the programme(s).				
7.	The school carries out programme evaluation involving all stakeholders.				

9. Conclusions on the standard

a. Complete the table. (*Indicate with X.*)

Standard B1: Leadership and structure	Requires significant attention	Shows satisfactory development
The school's leadership and administrative structures ensure the implementation of the MYP.		

- b. Describe any major achievement(s) related to this standard during the period under review.

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- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

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- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the Middle Years Programme.

1. Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>

2. Teachers and other staff who are involved in the implementation of the MYP

Update the following information:

- a. Number of full-time teachers

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- b. Number of part-time teachers

--

- c. Maximum MYP class size

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students

- d. Describe the turnover of the staff involved in the implementation of the MYP in the period under review and how the school addressed any challenges in this area.

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3. Collaborative planning and reflection

Identify the types and objectives of meetings that support the MYP implementation. Identify participants (for example, year 1 subject teachers, all MYP subject teachers, MYP leadership team) and frequency. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives

4. Teaching time

- a. Number of weeks of instruction in the school year

- b. Number of instructional periods students receive in a week

- c. Length (in minutes) of each instructional period

- d. Has the school made adjustments to the student's weekly schedule in the period under review to ensure that

- i. it complies with the minimum teaching requirement of 50 hours per subject group per year

Yes No

- ii. the teaching hours will be sustained over the course of each year to ensure concurrency of learning?

Yes No

If the answer is yes, please explain the changes that were implemented during the period under review.

--

5. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	The governing body allocates funding for the implementation and ongoing development of the programme(s).				
2.	The school provides qualified staff to implement the programme(s).				
3.	The school ensures that teachers and administrators receive IB-recognized professional development.				
	a. The school complies with the IB professional development requirement for the Middle Years Programme at authorization and at evaluation.				
4.	The school provides dedicated time for teachers' collaborative planning and reflection.				
5.	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).				
6.	The library/multimedia/resources play a central role in the implementation of the programme(s).				
7.	The school ensures access to information on global issues and diverse perspectives.				
8.	The school provides support for its students with learning and/or special educational needs and support for their teachers.				
9.	The school has systems in place to guide and counsel students through the programme(s)				
10.	The student schedule or timetable allows for the requirements of the programme(s) to be met.				
	a. The schedule or timetable provides a minimum of 50 teaching hours per subject group per year.				
	b. The schedule or timetable provides a broad and balanced choice of subjects, including at least one subject from each of the eight subject groups, and promotes concurrency of learning.				
11.	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).				
12.	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.				

6. Conclusions on the standard

a. Complete the table. (*Indicate with X.*)

Standard B2: Resources and support	Requires significant attention	Shows satisfactory development
The school's resources and support structures ensure the implementation of the Middle Years Programme.		

b. Describe any major achievement(s) related to this standard during the period under review.

c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Section C: Curriculum

How to complete this section:

1. The teachers of each MYP subject group must meet and, after reaching a consensus, must complete the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4, for each subject group. If there is only one teacher from a subject group, he/she will complete the whole of Section C for that subject group.
2. When the first step has been completed, a group formed by one representative of each subject group must meet with the MYP coordinator and complete the whole of Section C, which will be included in the self-study questionnaire to be sent to the IB.
3. The documents completed by the subject group teachers, as described in 1 above, must be kept by the school because they may be requested by the IB as further evidence of the process. The overview of the achievement of the standards, as identified by each of these groups, should be provided in Chart 5.

Identify who was involved in the completion of this part of the questionnaire (C1, C2, C3 and C4).

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the Middle Years Programme.

1. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	Collaborative planning and reflection addresses the requirements of the programme(s).				
	a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers.				
	b. The school follows the Middle Years Programme planning process.				
	c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.				
2.	Collaborative planning and reflection takes place regularly and systematically.				
3.	Collaborative planning and reflection addresses vertical and horizontal articulation.				
4.	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.				
5.	Collaborative planning and reflection is based on agreed expectations for student learning.				
6.	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.				
7.	Collaborative planning and reflection is informed by assessment of student work and learning.				

Practice		Level of implementation			
		Low	→		High
8.	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.				
9.	Collaborative planning and reflection addresses the IB learner profile attributes.				

2. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C1: Collaborative planning	Requires significant attention	Shows satisfactory development
Collaborative planning and reflection supports the implementation of the Middle Years Programme.		

- b. Describe any major achievement(s) related to this standard during the period under review.


- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

- Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low		High	
1.	The written curriculum is comprehensive and aligns with the requirements of the programme(s).				
	a. The curriculum fulfills the aims and objectives of each subject group and, where applicable, the personal project.				
	b. The school uses the prescribed Middle Years Programme objectives to develop and document interim subject-specific objectives.				
	c. The written curriculum includes the following: a subject-specific vertical planning document; vertical planning for the student learning expectations of each area of interaction; horizontal planning for approaches to learning.				
	d. The units of work are documented on unit planners and follow the Middle Years Programme unit planning process.				
	e. The curriculum develops the student learning expectations for the areas of interaction within and across subjects to foster disciplinary and interdisciplinary relationships.				
	f. The curriculum defines expectations for involvement in service in each year of the programme.				
	g. There is a system for the regular review of individual units of work, vertical and horizontal subject documentation and documentation of the areas of interaction.				
2.	The written curriculum is available to the school community.				
3.	The written curriculum builds on students' previous learning experiences.				
4.	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.				
	a. The school documents the curriculum in terms of subject content, including conceptual understanding and skills that will allow students to reach the prescribed objectives.				
5.	The written curriculum allows for meaningful student action in response to student's own needs and the needs of others.				
6.	The written curriculum incorporates relevant experiences for students.				
7.	The written curriculum promotes students' awareness of individual, local, national and world issues.				

Practice		Level of implementation			
		Low	→		High
8.	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.				
9.	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).				
10.	The written curriculum integrates the policies developed by the school to support the programme(s).				
11.	The written curriculum fosters development of the IB learner profile attributes.				

2. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C2: Written curriculum	Requires significant attention	Shows satisfactory development
The school's written curriculum reflects IB philosophy.		

- b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

1. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→	High	
1.	Teaching and learning aligns with the requirements of the programme(s).				
	a. Teaching and learning at the school addresses the students' learning expectations for each area of interaction.				
	b. Teaching and learning at the school uses the areas of interaction as contexts.				
	c. Teaching and learning allows students to meet the Middle Years Programme objectives in each subject group.				
	d. Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring.				
2.	Teaching and learning engages students as inquirers and thinkers.				
3.	Teaching and learning builds on what students know and can do.				
4.	Teaching and learning promotes the understanding and practice of academic honesty.				
5.	Teaching and learning supports students to become actively responsible for their own learning.				
6.	Teaching and learning addresses human commonality, diversity and multiple perspectives.				
7.	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.				
8.	Teaching and learning demonstrates that all teachers are responsible for language development of students.				
9.	Teaching and learning uses a range and variety of strategies.				

Practice		Level of implementation			
		Low	→		High
10.	Teaching and learning differentiates instruction to meet students' learning needs and styles.				
11.	Teaching and learning incorporates a range of resources, including information technologies.				
12.	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and needs of others.				
13.	Teaching and learning engages students in reflecting on how, what and why they are learning.				
14.	Teaching and learning fosters a stimulating learning environment based on understanding and respect.				
15.	Teaching and learning encourages students to demonstrate their learning in a variety of ways.				
16.	Teaching and learning develops the IB learner profile attributes.				

2. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C3: Teaching and learning	Requires significant attention	Shows satisfactory development
Teaching and learning reflects IB philosophy.		

- b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

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- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Include a brief analysis of the results from moderation or monitoring of assessment within the period under review, and any action taken as a consequence.

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2. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	Assessment at the school aligns with the requirements of the programme(s).				
	a. The school uses the prescribed assessment criteria for each subject group in year 5 of the programme.				
	b. The school implements a coherent framework of assessment criteria aligned with the school's interim objectives.				
	c. Teachers standardize their understanding and application of criteria before deciding on achievement levels.				
	d. The school provides students with task-specific clarifications for assessment.				
2.	The school communicates its assessment philosophy, policy and procedures to the school community.				
3.	The school uses a range of strategies and tools to assess student learning.				
4.	The school provides students with feedback to inform and improve their learning.				

Practice		Level of implementation			
		Low	→		High
5.	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).				
6.	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).				
7.	The school analyses assessment data to inform teaching and learning.				
8.	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.				
9.	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.				

3. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

4. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C4: Assessment	Requires significant attention	Shows satisfactory development
Assessment at the school reflects IB assessment philosophy.		

- b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Conclusions of the self-study process

After analysing the outcomes of the self-study process, the school has established the priorities used to create the school action plan included with this questionnaire (see Chart 6).

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

Name of head of school

Signature

Date

Name of head of section where MYP is implemented *(if different from head of school)*

Signature

Date

Name of MYP coordinator

Signature

Date

List of supporting documents to attach to this form

For partnerships only: Schools belonging to a partnership should supply the documents below for the partnership as a whole, unless otherwise stated. Partnership documents will be submitted by the contact school.

Place an X in the box to indicate that you have attached the document to the form.

Self-study process

A description of the self-study process implemented in the school, including

- timeline
- means used to gather feedback from the different stakeholders
- meeting schedule for the self study
- the school-developed descriptors for assessing the practices

Philosophy

School brochure and promotional literature produced by the school concerning the implementation of the MYP and information about the school's MYP curriculum

For partnerships only: Each partner school submits its own literature.

Organization

School organization chart showing the MYP pedagogical leadership team situation (including the MYP coordinator and any other positions of responsibility with regard to the MYP) and reporting lines

For partnerships only: Each partner school submits its own, as well as an overview of the leadership of the programme across partner schools.

Job description of the MYP coordinator, including all additional responsibilities besides the MYP coordination. Indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities.

Language policy

Assessment policy

Academic honesty policy

Special educational needs policy

Full MYP class schedules. Include one per MYP year, with clear identification of subjects and duration of class periods.

For partnerships only: Each school submits its own class schedule related to the MYP years that each implements.

For partnerships only: Description of the structures and meetings that have been created/implemented across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across the schools.

Curriculum

Subject-specific vertical planner for each subject. This should:

- demonstrate how the school has aligned the subject content with the MYP objectives
- identify the content that is taught in each year of the programme in order to meet the MYP objectives (approximately two pages per subject).

Student learning expectations for each area of interaction to show progression through the MYP years

Horizontal planning of approaches to learning (ATL)

One unit of work for each subject according to the MYP unit planning process, preferably from different year levels

One unit of work derived from interdisciplinary planning

Report card formats used by the school

For partnerships only: Each partner school submits its own report card formats.

A description of how the personal project is organized and managed in the school, including:

- the structures in place to ensure coordination of the project
- a description of how students and supervisors are briefed
- the process for standardization of assessment
- the time line for completion of the personal project
- a list of the current or previous year's personal projects, indicating the type of projects involved.

Documentation to be available at the school at the time of the evaluation visit

Samples of student-assessed work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject should normally be sufficient)

Further samples of unit plans for each subject from different year levels (three samples per subject is sufficient)

Samples of developmental workbooks for the arts (four samples that include different years of the programme is sufficient)

Samples of student reflection on service involvement (four samples that include different years of the programme is sufficient)

Samples of personal projects, if applicable (four samples is sufficient)

Complete the charts that appear in the following pages.

For partnerships only:

- Each partner school will submit charts 1, 2, 3 and 4 individually.
- The contact school will submit charts 5 and 6 for the partnership as a whole.

Chart I: Update of MYP subjects and sequencing chart

For partnerships only: Each partner school must complete this chart individually and include its name here.

MYP subjects			Hours of instruction per year (1 hour = 60 minutes)				
Subject group	Name of subject <i>• Include all subjects per subject group that are taught in the MYP. • In the case of languages A and B, please identify the language (eg Spanish). • Add as many rows as needed. • At the end, include any subject that may not be part of the MYP.</i>	Language(s) of instruction <i>Use different rows for the same subject if taught in more than one language.</i>	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Language A							
Language B							
Humanities							
Sciences							

MYP subjects			Hours of instruction per year (1 hour = 60 minutes)				
Subject group	Name of subject <i>• Include all subjects per subject group that are taught in the MYP. • In the case of languages A and B, please identify the language (eg Spanish). • Add as many rows as needed. • At the end, include any subject that may not be part of the MYP.</i>	Language(s) of instruction <i>Use different rows for the same subject if taught in more than one language.</i>	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Mathematics							
Arts							
Physical education							
Technology							
Subjects that are not part of the MYP							

Chart 2: Update of MYP teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place.
 - For IB regional workshops attended name the city.
 - For IB workshops organized in the school use “IS”.
 - For IB online workshops use “Online”.
- Add rows as necessary.
- **For partnerships only:** Each partner school must complete this chart individually and include its name here.

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Subject group/role	Name of subject	Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(Use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg moderator, workshop leader, site visitor)</i>	IB-recognized professional development attended during the period under review		
							Location	Date	Workshop name and category
Language A									
Language B									
Humanities									
Sciences									

Subject group/role	Name of subject	Teacher's name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (Use FT/PT)	IB activities in which teacher is or has been involved in period under review (eg moderator, workshop leader, site visitor)	IB-recognized professional development attended during the period under review		
							Location	Date	Workshop name and category
Mathematics									
Arts									
Physical education									
Technology									
MYP coordinator									
Head of school/ head of section									
Other staff (identify role below)									

Chart 3: Update of school facilities that support the implementation of the MYP

Describe the changes that the school has made, if any, during the period under review, regarding its physical resources (for example, sports fields, science laboratories) to support the implementation of the MYP. Indicate the areas that are still in the process of improvement.

- Add rows as necessary.
- **For partnerships only:** Each partner school must complete this chart individually and include its name here.

Resource	Changes since authorization/last evaluation	Developments under way/future development (if applicable)
Library/multimedia centre		
Arts provision		
Information technology provision		
Other (<i>identify</i>)		

Chart 4: Update of implementation budget

For partnerships only: Each partner school must complete this chart individually and include its name here.

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Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

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USD = US dollars GBP = Great British pounds CHF = Swiss francs CAD = Canadian dollars

	IB World School current year	Year 2 after evaluation	Year 3 after evaluation	Year 4 after evaluation	Year 5 after evaluation
Academic year					
Annual fee					
Resources <i>(specify)</i>					
IB professional development <i>(specify)</i>					
Other					
TOTAL					

Approved by

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Position

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Chart 5: Overview of levels of achievement of the standards in section C

- Indicate with X the levels of achievement for the standards as identified by each subject group in the table below.
- Include the levels of achievement included in the self study.

	C1		C2		C3		C4	
	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development
General <i>(as declared in the self study to be submitted to the IB)</i>								
Language A								
Language B								
Humanities								
Science								
Mathematics								
Arts								
Physical education								
Technology								

Chart 6: Update of action plan

- Schools are required to use this template to submit their plan in order to continue implementing the programme for the next five years. It is organized according to the headings of the *Programme standards and practices*.
- The school will include objectives drawn from the outcomes of the self-study questionnaire.
- Add rows as necessary.
- **For partnerships only:** The action plan needs to be completed by all partner schools together. Within the plan, identify the actions that individual partner schools need to do on their own.

A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

B: Organization

B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

B2: Resources and support

The school's resources and support structures ensure the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C: Curriculum

CI: Collaborative planning

Collaborative planning and reflection support the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective