

## The self-study questionnaire—Part 2: Programme development

Part 2 of the self-study questionnaire asks the school to evidence an aspect of the programme that the school has developed during the period under review. The school shares the planning, implementation, analysis and reflection on the programme development efforts undertaken.

Use of this template is not required but is encouraged. Schools may modify this template or develop their own templates, including the aspects of the process, detailed in the *Guide to programme evaluation*.

<b>Focus of programme development</b>				
What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?				
<b>Rationale</b>				
Briefly summarize the reasons the school selected this focus for programme development.				
	<b>Planning</b>		<b>Reflection</b>	
	<b>Guiding questions and prompts</b>	<b>School response</b> <b>Completed at the start of the programme development planning</b>	<b>Guiding questions and prompts</b>	<b>School response</b> <b>Completed at the conclusion of the programme development activities</b>
<b>IB practices</b>	<p><i>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</i></p> <ul style="list-style-type: none"> <li>What practice or practices need to be in place for this development to be successful?</li> <li>What practice or practices identify the people <b>who</b> are responsible for the work? For example, teachers, leadership, students?</li> </ul>		Indicate if there were any changes to the practices selected and explain why different practices were selected.	

	<ul style="list-style-type: none"> <li>• What practice or practices show <b>how</b> the work will be done? That is, what actions will be taken?</li> <li>• What practice or practices indicate <b>why</b> the school is undertaking the work? That is, what is the reason for this focus?</li> </ul>			
<b>Impact</b>	What will change for students? (Identify the target: all students or subsets of students.)			
<b>Data and evidence</b>	How will you learn what the impact of the work is? (What data or evidence will be gathered?)		How did you learn what the impact of the work was ? What data or evidence did you gather?	
<b>(Optional) Research and/or shared practice</b>	<p>What examples or research will inform the approach or activities?</p> <p>What examples shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?</p>		What examples or research informed the approach or activities?	

Implementation and analysis			Reflection on implementation and analysis	
	Guiding questions and prompts	School response  (Completed at the start of the programme development planning process)	Guiding questions and prompts	School response  (Completed at the conclusion of the programme development effort)
<b>Activities</b>	What activities will lead to the outcome? (Who will do what? By when?)		What were the major activities undertaken to achieve the outcome?	
<b>Analysis of data or evidence</b>			What did the data or evidence show was the impact on students?	
<b>Examples of impact</b>			Attach 1–3 examples that show the impact on students. (documents, photographs, short audio or video files)	

Understanding and application		
<b>Summary</b>	What did the school learn from engaging in this programme development effort?  What factors led to this effort having, or not having, an impact?	
<b>Further or future considerations</b>	What was learned from this analysis that can be applied to further development of this area or to developing other areas of the IB programme in the school?	
<b>Priorities for programme development</b>	What areas of the programme will the school now prioritize for development? Why?	

Self-study questionnaire for use during programme evaluation

# Conclusions of the self-study process

We agree that this 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 and title of head of school

Signature

Date

Name of head of section where the IB programme is implemented (if different from head of school).

Add rows as needed.

Signature

Date

Name of IB Primary Years Programme coordinator

Signature

Date

Name of IB Middle Years Programme coordinator

Signature

Date

Name of IB Career-related Programme coordinator

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Signature

Date

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Name of IB Diploma Programme coordinator

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Signature

Date

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