

B

GUIDE FOR EVALUATORS

Curriculum

The New England Association of Schools and Colleges (NEASC) wishes to thank you for joining this visiting team in an evaluation of an American/international school. Our accreditation program is a three-step process:

- A self-study conducted by the school requesting accreditation.
- An evaluation by a visiting team of experienced educators.
- A follow-up program in which the school addresses recommendations by NEASC and its visiting team.

The school has recently completed the first phase, the self-study. Now it is ready to host a visiting team to determine whether the school is worthy of initial or continued accreditation and your task is to help the team in those deliberations.

Your task as an evaluator will be to complete team assignments and individual assignments. Team assignments are those which you'll share with others, such as attendance at team meetings, assisting team members in group tasks, and participating in joint interviews. The team chair has laid out these team assignments in the team schedule. Plan your individual tasks so they don't conflict with the team schedule.

Individual assignments are those for which you are responsible, such as evaluating subject areas and the standards area of Curriculum for the school or one of the school's grade-level divisions (e.g. Elementary, Secondary). In a sense, you'll become the team's expert on these aspects of the visiting team report. Completing these tasks will entail classroom observations, group and individual interviews, discussions with other team members, examination of school resources, and deliberations on the school's accreditation status.

Before the Visit

- A. Study the following materials which will give you an overview of the school:
 1. Community, School, Student Profiles
 2. Opinion Surveys
 3. School's Philosophy and Objectives
- B. Review the full self-study, examining thoroughly the documents that relate to your individual assignments.
- C. Review the school's report on Curriculum for your assigned division and its ratings on the standards and indicators for Curriculum. Take notes on the school's self-study materials that you would like to investigate further. From these notes, write questions to ask when you meet with those who worked on the self-study reports.

- D. You will also meet with other groups who may not have worked on the self-study report. These groups will represent the perspectives and experiences of specific school constituencies. Sample questions based on the standards for Curriculum are presented on the following pages for these groups. Based on your review of the materials provided by the school, you can begin to identify what you would like to learn from these groups, selecting important and appropriate questions from the samples or developing your own specific questions as part of your preparation.
- E. Sample questions may have more direct application to some grade levels than others. For example, questions appropriate for a secondary group may have no application for an early childhood or elementary group. It will be important for you to plan your approach accordingly.
- F. Arrive at the school prepared to discuss your preliminary findings with your colleagues on the visiting team.
- G. Consult the glossary at the end of the guide for terms which may be unfamiliar to you. (Appendix A)

Standards and Indicators on Curriculum

There are two distinct guides for Section B – Curriculum. The first guide is designed to assist evaluators who have been appointed to evaluate the curriculum in one of the school divisions (Early Childhood, Elementary, Middle School or Secondary School.) This guide will focus on horizontal articulation. The second guide, entitled B – Curriculum – Subject Areas, is intended for team members who will evaluate an individual subject (English, mathematics or science) as it is delivered throughout the divisions. Its focus will be on vertical articulation.

Both guides use the same standards and indicators which appear below.

The curriculum standards address the design, delivery, assessment and review of academic experiences and programs. Section B is different from the other Sections (A, C-G) in that it articulates standards and indicators that will be used to create a report for each grade level division or grouping (e.g. Section B – Elementary, Section B – Middle School, Section B – Secondary) as the school identifies and organizes them, rather than a single report for the entire school.

Subject area reports will appear in the visiting team report following the Curriculum reports for all divisions. The school will use the same set of curriculum standards and indicators to create a series of vertical curriculum reports, one for each subject that is taught (e.g. Section B – Mathematics, Section B – Music, Section B – Science, etc.). Each subject area report will be assigned to members of the visiting team and will cover the full range of grades (year-groups) in which the subject is taught.

In defining what students should know, understand and be able to do, the school is encouraged to emphasize both vertical and horizontal articulation within and between disciplines and across divisions of the school and to use the resources of the host country to enhance the learning experience. The academic program, while sometimes taught in discrete subjects, should be designed to identify common strands and to reinforce curriculum links so that students can make meaningful connections and build on previous work in significant ways.

Teachers' knowledge of developmental and learning style differences among students is essential to the use of a student-centered pedagogy where diverse learning and assessment strategies are evident. Appropriate in-service training will enhance the development, delivery and evaluation of the school's curriculum and its other programs.

In effective schools, student assessment is used to evaluate the strength of the curriculum, inform decisions about teaching strategies and measure student progress. Routine analysis, dissemination and use of assessment data reflect an environment where continuous improvement is valued. Based on the standards and indicators that follow, your report will detail how well the school achieves these purposes.

You are responsible for writing a report on the school's compliance with the standards on Curriculum for one of the school's divisions or grade level groupings. The report must indicate the effectiveness of the curriculum in its content, design, implementation, assessment and review in reflecting the school's philosophy, objectives and policies.

The school will be evaluated on the basis of all NEASC standards and indicators. The evaluation of the school's Curriculum and subject areas will be based on the standards which are printed below in bold letters followed by their related indicators:

1. The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's philosophy, objectives and policies.

- 1a. Curriculum design and delivery are consistent with the school's philosophy, objectives, and policies.
- 1b. The curriculum reflects school policies on:
 - Admissions and placement
 - Student assessment
 - Student records
 - Reports on student achievement

2. The curriculum shall be comprehensively documented.

- 2a. Written curriculum materials indicate the scope and sequence for each course/grade.
- 2b. Written curriculum materials specify expected learning outcomes in terms of what students should know, understand and be able to do.
- 2c. Written curriculum materials include references to the methodologies that are used.
- 2d. Written curriculum materials include information about teaching materials and resources.
- 2e. Written curriculum materials indicate assessments to be used to measure student progress.
- 2f. Written curriculum materials include references to links within and across disciplines.

3. Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.

- 3a. The curriculum is appropriately balanced.

- 3b. The curriculum ensures that all students can profit from school offerings.
- 3c. All students are challenged by the content of their courses.
- 3d. The professional staff demonstrates a thorough understanding of the patterns of physical, intellectual, social and emotional growth of students.

4. The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.

- 4a. Teachers meet regularly with colleagues in other school divisions to strengthen vertical curriculum articulation.
- 4b. Teachers meet regularly with colleagues in other disciplines to strengthen links across disciplines.
- 4c. The curriculum includes multi-disciplinary experiences and/or activities, where appropriate.
- 4d. There is clear designation of responsibility for over-seeing effective curriculum planning, design and implementation.

5. The curriculum shall utilize the cultural diversity of the host country and the school community to enhance the educational experiences of students.

- 5a. Local cultures are incorporated into the curriculum in appropriate ways.
- 5b. The cultural diversity of the community is used to enrich the curriculum.

6. The curriculum shall develop those skills and abilities, which will prepare students for lifelong learning.

- 6a. The curriculum emphasizes the processes of gathering, organizing, presenting and applying ideas and information.
- 6b. The curriculum provides experiences in critical thinking and problem solving skills.
- 6c. The curriculum provides opportunities for students to develop awareness of their own learning styles.

7. The school shall provide ongoing professional development to improve implementation of the curriculum.

- 7a. The school provides relevant professional development to assist teachers in designing and developing curriculum.
- 7b. The school provides professional development in content areas relevant to teachers' assignments.
- 7c. The school provides professional development to assist teachers in improving pedagogy.

8. The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognize diverse learning styles.

- 8a. Teaching methods vary according to the nature of the subject matter.
- 8b. Teachers create stimulating learning environments to engage students.
- 8c. Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.
- 8d. Teaching methods provide appropriately for students for whom English is not the first language.

9. The school shall provide appropriate support and resources to implement the curriculum.

- 9a. Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).
- 9b. Appropriate paraprofessional support is assigned to assist teachers.
- 9c. Class sizes are appropriate to the subject or grade.
- 9d. The school provides appropriate texts and/or other print materials for curriculum implementation.
- 9e. Appropriate technology resources are available to enhance teaching and learning.
- 9f. Appropriate specialized equipment is available to support implementation of the curriculum.
- 9g. Teaching, storage and workspaces are appropriate to the subjects and students taught.

10. Teachers shall establish and communicate clear expectations to students and parents.

- 10a. Expected learner outcomes are shared with parents and students.
- 10b. Grading standards and criteria are clearly stated.

10c. Lesson planning reflects clearly defined learner outcomes and previously communicated expectations.

11. The school shall regularly assess the effectiveness of teaching and learning.

- 11a. Teachers prepare and apply assessment materials, which ascertain students' achievement of desired outcomes.
- 11b. Teachers analyze student performance through a variety of assessment models, such as formal testing, self-assessment, peer review, projects, etc.
- 11c. The school provides sufficient means to secure assessment instruments that compare student achievement with similar students elsewhere.
- 11d. The school regularly monitors the quality of student assessment procedures.

12. Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.

- 12a. Staff members develop, review and revise the curriculum on a regular basis.
- 12b. The school encourages pilot curriculum innovations, monitored by appropriate assessment techniques.
- 12c. Staff members consider current educational thinking in revising curriculum and instruction.

13. Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.

- 13a Teachers use the results of student assessment to modify teaching and to improve learning.
- 13b Teachers use the results of student assessment in curriculum planning.

14. The school shall record, analyze and report to appropriate members of the school community the results of school and student performance.

- 14a The school provides regular information on student achievement to help parents remain advised of their child's progress.
- 14b The school has a thorough, effective system of reporting on school and student performance.
- 14c The overall results of any standardized achievement tests are shared with the school community.

Please note: Every accredited school uses the standards and indicators listed above. Schools seeking initial or continued accreditation, however, are invited to suggest additional indicators to demonstrate their compliance with NEASC standards. Visiting team members should consider these additional indicators as they evaluate the school.

During the Visit

Tour of the School

School officials will guide the team on a tour of the school to acquaint them with the facilities and grounds. During that time you should pay particular attention to areas related to the section on Curriculum and any subject areas you have been assigned to evaluate. Please take notes on the following issues:

1. Are the general appearance and cleanliness of the campus satisfactory?
2. Do all school programs that you observe have dedicated areas? Are they adequate?
3. Do the building and grounds allow for efficient movement of people?
4. Are there serious safety hazards in the facilities?
5. Are there any serious noise problems which disrupt classes?
6. Are there areas of the school that are not handicapped accessible?
7. Are there adequate space, facilities and equipment in the library, cafeteria, auditorium, small and large group areas and classrooms?

Team Orientation Meeting

On the first evening of your visit, the team chair may ask you to review the standard on Curriculum with the rest of the committee. If so, be prepared to give your initial perceptions, based on your reading of the self-study and your observations of the school's adherence to the standards. Sharing your perceptions with team members may help you identify areas for further investigation. Keep in mind that school improvement is the ultimate goal of the evaluation.

Meetings with Committees and Groups

During the evaluation you will meet with members of the school community to verify facts presented in the school's self-study and validate its conclusions. In addition, you should be able to determine whether community members concur with and support the philosophy, strive to attain its objectives, and revise policies and procedures periodically. From these discussions you will develop the reports for which you are responsible.

Techniques for Interviewing

Whenever you chair a meeting, you are expected to lead the discussion. You should have a series of prepared questions to allow the group the opportunity to express opinions, ideas, and concerns. Follow these simple guidelines to chair or participate in a discussion:

- Set the stage. Begin on time, even if everyone is not present. The meeting is too brief to wait for late arrivals.
- Call the group to order. Short introductions are appropriate.
- State the purpose of the meeting to the group.
- Begin the discussion with a general question which anyone might answer. Be sure to encourage as many people as possible to respond before asking a new question. Be sensitive to the dynamics of the group.
- Be confident. Don't be apologetic about your questions. When appropriate, clarify and summarize what's been said.
- Don't pose as an expert. Instead, ask for the information that you need in a straightforward manner.
- Don't dwell on an issue if the discussion is not productive.
- Near the end of the meeting, ask if anyone has something additional to add and be sure to state your willingness to meet with individuals at a later time.
- Dismiss the group on time. Most participants will have other obligations.

Self-Study Committee on Curriculum

The self-study committee developed a sense of how well the school meets NEASC's standards on Curriculum. The committee should be able to provide the following responses:

1. Has the school's curriculum changed in any significant ways since the self-study on Curriculum was last approved?
2. Describe the process used to assure that the curriculum, from design to assessment and review, reflects the school's philosophy and objectives.
3. How effectively does the school's curriculum meet the full range of student needs and abilities? How do you determine that?
4. Describe the process used to develop the school's professional development program. How do you determine areas of need/focus?

5. Describe the process the school uses to regularly assess the effectiveness of teaching and learning. How effective is that process? What steps has the school taken within the last two years as a result of this process?
6. What process and methods are used to record, analyze and report about the results of school and student performance? To whom is that information reported? When? How?

Board

The visiting team will meet with the board to understand its involvement in the governance of the school. This meeting may also model interviewing techniques for the visiting team. Since many team members may attend, you may not be able to ask all your questions. Based on your review of the material you have received, select the most important areas of inquiry such as:

1. How does the board assure itself that the school's curriculum meets the school's mission and reflects the school's philosophy and objectives?
2. How effectively does the school's curriculum meet the full range of student needs and abilities? How do you determine that?
3. How does the board determine the allocation of financial resources to the various elements of the school's program? Is the program adequately supported?
4. Describe how the information about school and student performance is used in developing the school's educational and financial plans and the strategies necessary to accomplish them.

Parents

Meet with parents to learn their perceptions of the curriculum program. It is likely that they will not have specific knowledge of the findings of the self-study. Ask questions such as:

1. How would you describe this school's mission and philosophy?
2. What information do you receive from the school about the curriculum? How useful is that information to you in planning for your child?
3. Does your child have the necessary learning materials (texts, equipment, supplemental materials) for a good academic experience?
4. How well has the faculty explained what your child should learn and grading standards to you?
5. How well is the school meeting your child's educational needs?

Teachers

Although all teachers were involved in the approval of all self-study reports, teachers may not know specifics regarding offerings in instructional areas other than their own. Try to learn their perception of the appropriateness and effectiveness of the curriculum program as well as student activities. Ask questions such as the following:

1. How adequate is the curriculum for the range of student needs and abilities in your class(es)?
2. How do you connect your curriculum/program with that of teachers in other grades/disciplines? How effective is that process?

3. How responsive has the school been to your needs for professional development? Describe any changes you have made in curriculum content or instructional approaches as a result of professional development work.
4. How does the school assess the effectiveness of teachers?
5. How do you measure your class/course/program's effectiveness? How does the school determine effectiveness?

Special Needs Teachers, Guidance Counselors, Language Support Staff

You may wish to meet with these staff members to discuss such curriculum issues as the varied developmental, academic, social, physical and emotional needs of students; skills and abilities which will prepare students for lifelong learning; the range of curriculum approaches and teaching strategies that recognize diverse learning styles; assessment practices; collaboration and transition practices; and the like.

1. Describe the instructional resources and written curricula provided to meet the needs of special education and English language support students.
2. What processes provide students with modifications to the regular education curriculum?
3. How is the progress of students receiving specialized programs reported to parents?
4. What is the role of guidance counselors in advocating for students who are experiencing academic difficulty?

Head of School

As the Curriculum chair of one of the school's divisions, you will probably meet with the head of school. You will want to learn about the school's planning processes (data collection-analysis-planning-action-evaluation), the use of school and student performance data in the development of school plans and the school head's involvement in and support of curriculum development and evaluation.

1. Describe the process used to achieve an articulated curriculum within grade level divisions and academic disciplines. How effective is that process? Who is responsible for overseeing effective curriculum planning, design and implementation?
2. Describe the process to develop the school's professional development program? How do you assess the effectiveness of the professional development efforts?
3. To what extent are teachers' instructional techniques varied and appropriate for the range of student abilities and learning styles? How do you know that?
4. Is there an adequate level of financial support for the school's curriculum?
5. How do you assess the effectiveness of teaching and learning within the school?
6. How effective are student assessment data in the curriculum evaluation and review process?

Management

Meet with school management groups such as principals who report to the head of school, department heads or supervisors to provide you with detailed information about the curriculum loop (design, delivery, assessment, review), the methods of horizontal and

vertical curriculum coordination and articulation, and the levels of support for the teachers' delivery of the curriculum.

1. How well is the curriculum articulated among subjects and coordinated with other school levels?
2. How effectively does the school's curriculum meet the full range of student needs and abilities? How do you determine that?
3. Describe the school's efforts to assess the effectiveness of teaching and learning on a routine basis?
4. How do you assist teachers to be conversant with current educational thinking and pedagogical approaches?

Students

Meet with students to understand their knowledge of the school's curriculum. Those responsible for secondary curriculum should meet with secondary students and those responsible for middle school curriculum should meet with middle school students. Those responsible for elementary or early childhood levels of curriculum should consult the school and meet with elementary students as you and the school agree is comfortable and appropriate for such students. It is unlikely that students will have specific knowledge of the findings of the self-study. Ask questions such as the following:

1. How would you describe this school to a friend who may be considering enrolling here?
2. How challenging is the schoolwork here?
3. Do you have all of the learning materials and equipment you need in all of your classes/courses? If there are shortages, where are they?
4. How well do your teachers explain expected learner outcomes and grading standards to you? Do you know exactly what you are expected to know and be able to do?

Classroom Visits

One of the team's responsibilities is to visit all classroom teachers at least once. When you visit classrooms, your task will be to gain a sense of such things as the following:

- The extent to which the curriculum reflects the school's philosophy.
- Patterns of instruction in the school, e.g. whether there is a predominant teaching style, such as lecturing, or whether a variety of styles is used.
- The pace of the day - whether the teachers and students are comfortable with the time allotted to complete their assigned tasks.
- The degree of rigor of instruction, i.e. whether all or only some of the students in the classes are challenged.
- The teacher's attentiveness to the individual differences of students.
- The climate of the class - whether there is appropriate adherence to rules and mutual respect, and whether the environment is inviting and comfortable.
- The adequacy of classroom furniture, space and other resources to support the curriculum.
- The level of integration of technology in classroom instruction.

Summarize your findings and give them to the chair(s) of appropriate standards committees such as Student Support Services, Resources and Student and Community Life.

Evaluation of School Policies and Procedures

The Seventh Edition of the NEASC/CIS Guide to School Evaluation and Accreditation emphasizes specific school policies and procedures in its standards and indicators. As the team member responsible for Curriculum, you will review and critique the policies that relate to the section on Curriculum, including:

- admissions and placement
- student assessment
- student records
- student achievement
- faculty professional development

Comments on specific policies and procedures should be inserted in your Observations section.

Writing the Curriculum Report

Your report on Curriculum should contain three sections: (1) Observations, (2) Commendations and (3) Recommendations.

Observations

Your observations will be a narrative describing the most important issues you have noted in the Curriculum section. To allow readers to understand the commendations and recommendations which you will soon prepare, you must first ensure that there is a thorough list of observations of the school at the time of the evaluation. As part of its self-study, the school has prepared such a description of its Curriculum. Feel free to borrow any of the school's description that you're sure is accurate.

After meeting with individuals and groups and reviewing the school's self-study material, you will be ready to sort out your ideas. First, look at the school's description and the various processes noted. Are any particularly effective? If so, make a note of them. Do any create problems or not work well? Make a note of them also.

In addition, recall your conversations with the groups and individuals. What major areas of strength were noted? What weaknesses? Write these down. Finally, take another look at the school's self-study material on Curriculum. What areas did the school self-study identify as warranting commendations and recommendations? Note the quality of school policies as well as those which do not exist. (Please see **Evaluation of School Policies and Procedures** above.)

With all of this information in front of you, identify the school's major areas of strength. Write a paragraph(s) explaining why each of these is an area of strength or describe how something is working particularly well. Then examine your notes to identify major problems or deficiencies. Write (an)other paragraph(s) explaining why they are not effective and describe resultant problems.

Commendations

Now, you are ready to write specific commendations. Look at the paragraph(s) in Observations which discuss the school's strengths. Every strength that you've singled out here should be written as a commendation. Does the commendation apply to other school divisions as well?

Are there other strengths you would like to note? Commend those aspects which indicate strong preparation, commitment, imagination, effort, and/or achievement in the area of Curriculum. Remember that no school ever suffered from too much praise.

Recommendations

Finally, you are now ready to write specific recommendations which should come from two sources, a standard which is not fully met or a discrepancy between what the school described in its self-study and what the visiting team observed during the evaluation. The school must share the disposition of all recommendations in the visiting team report with the accrediting agencies in subsequent progress reports.

You must follow the same procedure as you did in identifying commendations. For every problem or limitation which you noted under Observations, prepare a clear, concise, understandable recommendation.

Each recommendation must begin with a verb for purpose of consistency. Clarify whether a recommendation applies to only one or several area(s) of the school."

Curriculum

Rating the Standards

You are responsible for recommending to the visiting team a rating: "Meets (M), Exceeds (E), or Does Not Meet (D)" on the school's adherence to the standards on Curriculum.

Each standard which is rated "Exceeds" or "Does Not Meet" must be accompanied by a brief explanation.

The team chair will give you the form on which these ratings should be recorded.

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Our Thanks

You'll find the evaluation experience intense and often tiring, but we hope that you will also find it enjoyable and rewarding.

We are certain that your contributions will improve the school immensely. Thank you very much for your help.

NEASC Glossary for Guides for Evaluators

The following acronyms or terms may have been used in self-study materials. The glossary will help the reader understand their context in this school.

ACT – derives its name from the independent, nonprofit organization which creates and administers the test. American College Testing provides college entrance examinations which seek to predict secondary school students' success in colleges and universities. The three-hour, standardized test may play an important part in students' acceptance into college. ACT consists of several sections: personal interest inventory, a course and grade information questionnaire, a student profile and a series of tests on the standard high school curriculum to include an English test, reading, mathematics and science reasoning. The English test is divided into two parts: Usage and Mechanics, and Rhetorical Skills. ACT is located in Iowa City, Iowa.

Alternative assessment is any form of measuring what students know or are able to do other than traditional standardized tests. Alternative forms of assessment include portfolios, performance-based assessments and other means of testing students.

AP – the College Entrance Examination Board (CEEB) in Princeton, NJ, USA sponsors Advanced Placement Programs. The Board provides syllabi for students who wish to study college-level courses while in high school. Students then take related CEEB examinations in the spring of the year. Students may earn appropriate credit and placement in college on the basis of satisfactory performance in the examinations. Scores are awarded on a scale from 1-5, from highest to lowest grade.

Baccalauréat, French – The French national secondary leaving exam for French nationals. Students who pass three-hour exams are given automatic entrance into national universities. There are three series for academic, university bound students, each with a different emphasis. The “S” series emphasizes math and science; “ES” emphasizes economics, history and social sciences and “L” stresses literature, philosophy and languages. Students take a prescribed course to prepare for one of the series with few electives, except in languages. Two foreign languages are required in each series. Additional series emphasize pre-vocational courses and technology.

Betriebsrat is the group which represents the professional staff in negotiating specific school issues. (Germany)

CAS – Creativity, Action, Service – is a fundamental part of the IB program. (Please see below.) It helps students to highlight the importance of extracurricular activities as a balance to the school's academic life. Diploma candidates must contribute at least 150 hours of community service, artistic, and physical activities over a two-year period.

DALF is the advanced level of the DELF. (Please see DELF below.)

DELFL – Diplôme des Etudes de la Langue Française is the national French language competency exam for foreigners, similar to the TOEFL exam.

Diploma Programme, provided by IBO, is considered to be a rigorous pre-university course of studies leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16-19. The program allows its graduates to fulfill requirements of various national educational systems. The program is available in English, French and Spanish.

Edexcel was formed by the merger of BTEC, the leading provider of vocational tests and the University of London Examinations and Assessment Council (ULEAC), one of the major GCSE and GCE examining bodies. The merger provides vocational and academic examinations to help promote employability and personal development. The Edexcel International operates in over 100 countries worldwide through more than 5700 centers.

ELMLE - European League of Middle Level Education

External audit – a complete accounting of the school’s financial status conducted by an independent auditing firm.

GNVQ – General National Vocational Qualification (UK)

Governing body is the duly constituted group which has the ultimate authority to make decisions on behalf of the school. It may be called the school board, school council, School committee or the like.

Hadith is the sayings of the Prophet Muhammad which were codified in the Middle Ages to support and expand Islamic law.

Head of school is the person who leads and supervises the daily operations of the school and ensures that the policies of the governing body are implemented. The position may also be called director, principal, superintendent or the like.

Head of subject is usually a teacher who also has a supervisory or middle management role in a subject or group of subjects.

HR - Human Resources

IB – International Baccalaureate

IB Diploma – is awarded upon successful examination results in six subjects, three at the higher level and three at subsidiary level. The examinations at higher level are of the same general standard as Advanced Placement examinations of the CEEB in the United States or the Advanced Level General Certificate of Education examinations in the UK. The six subjects must include:

1. Language A - English, the language of instruction;
2. Language B – English, French, German, Spanish;
3. Study of Man – Contemporary History, Economics, Psychology;
4. Experimental Science – Biology, Chemistry, Physics;
5. Mathematics;
6. Art, Music, Computer Studies, or a further subject from items 2, 3, 4, or 5 above.

IBO – International Baccalaureate Organization is a nonprofit educational foundation based in Switzerland which offers the International Baccalaureate, a recognized pre-university course which leads to examinations for separate subject certificates or the IB Diploma for students in the final two years of secondary school. All of the main disciplines are included, languages, social studies, experimental sciences, mathematics, and optional subjects which means that the program can be built on any sound curriculum. It also sponsors the **MYP** and the **PYP** Programs. (Please see below.)

IBO Grading Scale - Faculty in grades 6-12 follow the assessment guidelines laid down by the IBO Middle Years Program. The IBO 1-7 grading scale is utilized in the middle school.

In giving grades for overall achievement, teachers use the following criteria as a guide by balancing a pupil's strengths and weaknesses and assigning the grade that best describes the student's achievement.

Grade 7 is a mark of distinction. This grade is reserved for students who consistently produce excellent written work handed in on time. Grade 7 students regularly make an outstanding contribution to class work. This grade is rarely awarded.

Grade 6 is a mark of superiority. Grade 6 students show initiative and work well with others. Written assignments are consistently completed with care and accuracy and are handed in on time. Work shows originality, understanding and insight. Students regularly make a valuable contribution to class work.

Grade 5 represents above average accomplishment. While it represents less achievement than a grade 6, the same qualities are frequently evident. Very able students who do not fulfill their full potential may warrant this grade, as may less able students who apply themselves fully and effectively. Grade 5 students cooperate well in groups and hand in work on time.

Grade 4 represents satisfactory achievement. Assigned work is done in an acceptable fashion. Students display reasonable understanding of the course work and their written work shows some understanding if not originality. They work cooperatively and complete work on time.

Grade 3 indicates that the student is either finding the course work very difficult, producing work that does not show a reasonable level of understanding, or is not fulfilling his/her potential. The teacher will make the reason for the allocation of this grade clear in a written narrative. Grade 3 students rarely show initiative although they do not obstruct the progress of others. A parent teacher conference should take place.

Grade 2 indicates progress that is short of a passing grade. It may reflect a lack of effort and failure to complete assignments properly or a high level of difficulty for the student. A parent teacher conference should take place.

Grade 1 is awarded when performance is well below that required to pass. Work is superficial or irrelevant and assignments have not been handed in (see INC grade). A parent teacher conference should take place.

L Grade indicates that the student is presently studying English as a second language at elementary or intermediate level. Good effort and progress are being made, but assignments and evaluation may have been modified. When the student's English proficiency enables them to work at grade level, the L grade is no longer used.

NG (No grade given) is used when a student has not been in the class long enough for a grade to be awarded.

INC (Incomplete) Assignments have not all been completed. This grade will be changed to "1" unless outstanding assignments are handed in within two weeks.

Each department determines how they use the subject specific criteria to assess student work and meet the required aims and objectives. For each course, each trimester, students receive a 1-7 grade that is reported home along with a narrative comment that includes overarching attitudes to learning indicators and subject specific measurements. At the end of each year, the three trimester grades are averaged to determine the final grade. Around half-term for each trimester, the school schedules a parent-teacher conference day in order to give a formative assessment of students achievements for the trimester.

ICT – Information and Communication Technology

IEP – Individualized Educational Plan is a carefully crafted design of courses to meet the specific needs of one student, based on ability, interest and relative maturity.

IGCSE – International General Certificate of Education is a program sponsored by the University of Cambridge in the UK that provides the syllabi outlining required material to be covered and sets the examinations on which students are assessed at the end of grade 10. The IGCSE curriculum is divided into five subject groups: Languages; Humanities and Social Sciences; Sciences; Mathematics, and Creative, Technical and Vocational. Examinations are a series of tests and are not limited to conventional written papers.

INSET – in-service training

International A levels – are based on the "A" level examinations required to qualify for most British universities. "A" level examinations are usually taken two years after the IGCSE examinations. The extensive range of "A" level syllabi includes provision of many school subjects. Some subjects such as geography and history are tailored for candidates in specific parts of the world. In addition, a wide range of languages is offered.

ISEE – The Independent School Entrance Exam, developed for the Educational Testing Bureau in the United States, has become the test of choice for many independent schools. These scores have been accepted as an alternative entrance exam to the **SSAT**. (Please see below.) It consists of four multiple choice sections and an essay section.

ITBS – The Iowa Tests of Basic Skills is a series of general achievement tests for grades three through eight. Along with others, such as the Comprehensive Tests of Basic Skills and the Stanford Achievement Test Series, they are designed to measure how well a student has learned the basic knowledge and skills taught in U.S. elementary and middle schools, in such areas as reading and mathematics.

Koran– the sacred text of Islam, considered by Moslems to contain the revelations of God to Mohammed. (See also Qur'an)

LMC – Library Media Center

Management Team is the group whose main role is to supervise school operations.

MUN – Model United Nations is a non-profit educational organization which provides a realistic simulation of the United Nations. Students attend annual international conferences at which they represent countries in devising mock solutions to international problems.

MYP (Middle Years Programme) is sponsored by the IBO for students from ages 11 to 16. It is represented as a complete and coherent program that provides a framework of academic challenge and life skills appropriate to this stage of adolescence. The program covers grades from 6 to 10.

NCTM - National Council of Teachers of Mathematics

NMSQT – (Please see PSAT)

PE - Physical Education

Performance-based Assessment requires students to perform hands-on tasks, such as writing an essay or conducting a science experiment. Such assessments are becoming increasingly common as alternatives to multiple-choice, machine-scored tests. Also known as authentic assessment.

Philosophy and Objectives includes all similar school terms such as mission, charter, vision and the like.

Portfolio is a systematic and organized collection of a student's work throughout a course or class year. It measures a student's knowledge and skills and often includes some form of self-reflection.

Professional development is a school program designed to strengthen the educational background of the board, management and staff.

Project Zero is a research institute, based at Harvard University, which examines the interplay of teaching, learning and understanding.

PSAT – Preliminary Scholastic Aptitude Test is designed to help students practice for the SAT1. (Please see below.) It is sponsored by the College Entrance Examination Board in Princeton, New Jersey. It may also be called the National Merit Scholarship Qualifying Test (NMSQT) because students who score well are eligible for scholarships awarded by the National Merit Scholarship Corporation. The test is virtually the same as the SAT1 but with fewer sections. The test does have a writing skills section not found in the SAT1. Colleges do not consider PSAT scores for admissions.

PYP (Primary Years Programme), sponsored by the IBO, is an international curriculum designed for children between the ages of 3-12 years. The program attempts to focus on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional, and cultural needs in addition to academic welfare. The PYP draws from a range of national systems with a wealth of knowledge and experience from international schools.

Qur'an (Please see Koran)

PSAT – Preliminary Scholastic Aptitude Test is designed to help students practice for the SAT1. (Please see below.) It is sponsored by the College Entrance Examination Board in Princeton, New Jersey. It may also be called the National Merit Scholarship Qualifying Test (NMSQT) since students who score well are eligible for scholarships awarded by the National Merit Scholarship Corporation. The test is virtually the same as the SAT1 but with fewer sections. The test does have a writing skills section not found in the SAT1. Colleges do not consider PSAT scores for admissions.

School community is the group of stakeholders in the school: governing body, managers, staff, students and parents.

School division refers to horizontal units in the school such as primary division, elementary division and the like.

SIRS – Social Issues Research Service – an electronic library resource

Special needs refer to student characteristics which require special assistance from the professional staff. These students may have learning difficulties and/or exceptionally high abilities or talents.

Staff includes all personnel with management, teaching or support roles.

TESOL – Teachers of English to Speakers of Other Languages

TOEFL – Test of English as a Foreign Language

TOK – Theory of Knowledge – IB candidates must take this interdisciplinary course which explores the relationships among academic courses and encourages critical reflection and analysis.

UCLES - University of Cambridge (UK) Local Examinations Syndicate

Units of inquiry are six themes organized by PYP for teaching students of ages 3-12 through a multidisciplinary approach.