

B

GUIDE FOR EVALUATORS

Curriculum – Subject Areas

The curriculum standards address the design, delivery, assessment and review of the full range of educational experiences and programs that make up the school experience. 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.

Those curriculum reports for the grade-level divisions will be followed by **subject area reports**. The school will use the same set of curriculum standards and indicators to create a series of vertical curriculum reports, one for each of the subject areas that are taught (e.g. Section B – Mathematics, Section B – Music, Section B – Science, etc.). Each of these subject area reports 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.

You are responsible for writing a report on the school's compliance with the standards on Curriculum for one of the school's subject areas. The report must indicate how clearly the school has articulated the content of the subject area, how well it meets its instructional goals with the school's students and how it supports the school's philosophy and objectives. We suggest you approach your work in the following sequence:

Before the Visit

- A. Read the Standards and Indicators for Accreditation on Curriculum which are listed below. Prepare any questions you may wish to ask the visiting team chair about the meaning of the standards.

Standards and Indicators

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:

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- 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.

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- 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 record additional indicators which comply with NEASC standards. Visiting team members should consider these additional indicators as they evaluate the school.

B. Review the school's Community, School, Student Profiles; the Opinion Surveys and the Philosophy and Objectives. This information should be kept in mind as you determine the adequacy of your assigned subject area.

C. Review the Subject Area Fact Sheet prepared by the school for your assigned subject area. That document will contain information about the frequency of class meetings; the average length of classes; the date of the most recent update of curriculum documents; an indication of typical instructional practices in your assigned subject area in the different grade levels of the school; core instructional resources; assessment methods; the uses of assessment information in the subject area; subject-related, co-curricular, or extra-curricular opportunities associated with the subject area and any unique subject area features such specialized facilities, equipment, etc.

D. Review the school's report on your assigned subject area and its ratings on the standards and indicators for Curriculum – Subject Area. Take notes on the sections of the school's self-study materials which you would like to investigate further. From these notes, write questions for those who worked on the self-study report for your assigned subject area. Those questions should be prompted by and focused on the subject area's status relative to the standards and indicators. The questions in the Curriculum section of the survey may help you with your preparation. Also identify topics, issues and questions to be reviewed from the wide range of other information sources at the school. The sample questions that follow are intended to assist you in developing your own questions. Please note that the questions are "open-ended", intended to elicit additional information from the subject area self-study committee.

1. How do you establish vertical curriculum articulation within this discipline?
2. Describe the process you use to determine the effectiveness of teaching and learning?
3. What is the process used to make modifications in the curriculum for this subject area?
4. What part does the student assessment information available to you play in making revisions in curriculum content? In teaching approaches and methodology?
5. What professional development opportunities have been made available to you to help you with your efforts to design and present the curriculum in this area?
6. How do you incorporate the skills and abilities which will prepare students for lifelong learning into your courses and classes?

During the Visit

The school should have additional sources of information for the team. They include such written materials as curriculum guides; subject area reports on such issues as the use of assessment data in the curriculum evaluation and revision process, instructional approaches, connection to other subject areas or activities; school policies; report cards or other means of reporting pupil progress to parents; reports to management or governance bodies and others.

In addition to that written material, you will also have many opportunities to observe classes in your assigned subject area. When you visit classes, please keep specific standards and indicators in mind as you look for evidence about the instructional approaches used; the degree to which students are engaged and challenged; the use of varied methods, materials and technology used to address individual student needs, abilities and learning styles; staffing levels sufficient to implement the curriculum; classroom activities and assignments that give students opportunities to apply knowledge and learning; and necessary curriculum materials, equipment and facilities.

You will also meet with teachers, administrators, students, parents and others whose insights about their work or experience at the school may assist your understanding of your subject area.

The following Information Worksheet suggests possible sources of information as you examine each curriculum standard and indicator for your assigned subject area. The list is neither all-inclusive nor limiting to your assignment. It may assist you early in the process as your review such materials as curriculum guides, Fact Sheets and survey responses and may also assist you in planning your work at the school.

INFORMATION WORKSHEET

Standard	Indicators	Possible Sources of Information
B1	1a, b i-iv	Actual policies, survey responses, curriculum guides.
B2	2a-f	Written curriculum guides, survey responses.
B3	3a-d	Curriculum guides, Subject Area Fact Sheets, classroom observations, teacher discussions, student discussions, survey responses.
B4	4a,b 4c 4d	Teacher discussions, survey responses. Curriculum Guides, teacher discussions. Management, teacher discussions.
B5	5a,b	Curriculum Guides, survey responses, teachers, students.
B6	6a-c	Curriculum Guides, teachers, students, survey responses.
B7	7a-c	Management, teachers, professional development plans and Records, survey responses.
B8	8a-d	Curriculum guides, Fact Sheets, classroom observations, teachers, survey responses

B9	9a	Self-Study Part One Appendix, list of academic staff with their backgrounds and academic preparation
	9b-g	Class observations, teachers, management, survey responses.
B10	10-a,b 10c	Survey responses, students, parents, classroom observations Curriculum Guides, , class observations.
B11	11a-c 11c,d	Curriculum Guides, Fact Sheets, teachers, class Observations, survey responses. Management.
B12	12a-c	Management, teachers, survey responses, Fact Sheets.
B13	13a,b	Teachers, management, curriculum guides, Fact Sheets, survey responses.
B14	14a-c	Parents, students, survey responses.

WRITING THE CURRICULUM – SUBJECT AREA REPORT

Your report on your subject area should be no longer than two pages and should contain three sections: (1) Observations, (2) Commendations and (3) Recommendations.

Observations

The Observations in the report will be a narrative describing the most important issues you have noted in the Curriculum – Subject Area 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 a Fact Sheet for each Subject Area. That material will help provide a basis and structure for your section on Observations.

After meeting with individuals and groups, reviewing the written information about your subject area, observing classes 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.

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 your assigned subject area. What did the school identify as warranting commendations and recommendations?

With all of this information in front of you, identify the subject area's major areas of strength. Write a paragraph (s) explaining why each of these areas is an area of strength or explain why something is working particularly well. Then examine your notes to identify major problems or deficiencies. Explain what isn't working well and describe resultant problems.

Commendations

Now, you are ready to write specific commendations. Look at the paragraphs (s) in Observations which should discuss the school's strengths. Every strength that you've singled out in Observations should be written as a commendation. Does the commendation apply to other areas 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, all recommendations in the visiting team report must be addressed by the school, with their disposition reported to the accrediting agencies. 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.

Curriculum – Subject Area

Standards on (Subject Area)

You are responsible for recommending to the visiting team a rating" "Meets (M), Exceeds (E), or Does Not Meet (D)" on your assigned subject area's adherence to the standards on Curriculum. Your visiting team chair will give you the form on which these ratings will be recorded. Each of the standards must be rated with additional comments for those judged "Exceeds" or "Does Not Meet".

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Our Thanks

We're sure that you'll find the evaluation experience intense and often tiring, but we hope that you 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 Educators

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 of 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

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.