IB Programme Authorization & Evaluation Readiness Checklist

25 leadership questions for schools developing or sustaining an IB programme

Framework note. IB uses authorization and programme evaluation terminology. As of September 2026, IB states that PSP 2014 continues as the standard framework for authorization services, while PSP 2020 is used for programme evaluation by authorized IB World Schools.

How to use. Mark each question as Confident, Partial or Gap. Treat the result as an internal leadership screen, not as an official eligibility, authorization, registration or accreditation decision.

1. Programme intent and leadership commitment

[ ]	Can leadership explain why the selected IB programme fits the school's mission, learners and strategic direction?	Confident Partial Gap
[ ]	Has the school identified the specific PYP, MYP, DP or CP authorization pathway and current programme requirements?	Confident Partial Gap
[ ]	Is there a designated programme leader with protected time, authority and access to senior leadership?	Confident Partial Gap
[ ]	Has the governing body committed the staffing, professional learning, timetable and resources needed for implementation?	Confident Partial Gap
[ ]	Can leadership explain the difference between adopting selected IB practices and operating an authorized IB programme?	Confident Partial Gap

2. Programme standards, policies and structures

[ ]	Has the school mapped its current practice against the IB Programme standards and practices relevant to its stage?	Confident Partial Gap
[ ]	Are required programme policies current, understood by staff and evident in actual practice?	Confident Partial Gap
[ ]	Do scheduling, staffing and collaborative-planning structures make the programme feasible rather than aspirational?	Confident Partial Gap
[ ]	Are language, inclusion, academic integrity and assessment expectations supported by workable school systems?	Confident Partial Gap
[ ]	Can leaders show how governance decisions protect programme requirements when local pressures or competing priorities arise?	Confident Partial Gap

3. Curriculum and learning experience

[ ]	Is the written curriculum coherent with the selected IB programme model and current subject or programme guidance?	Confident Partial Gap
[ ]	Do teachers understand the programme's approaches to teaching, learning and assessment well enough to apply them consistently?	Confident Partial Gap
[ ]	Can student work and classroom practice demonstrate the intended programme experience, not only planning documents?	Confident Partial Gap
[ ]	Are interdisciplinary, inquiry, service, core or other programme-specific requirements planned and resourced where applicable?	Confident Partial Gap
[ ]	Can the school show that learner agency, international-mindedness and reflection are embedded appropriately in practice?	Confident Partial Gap

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Readiness questions - continued

4. Professional learning and implementation evidence

[ ]	Has the school confirmed and scheduled required IB-recognized professional development for the relevant authorization or evaluation stage?	Confident Partial Gap
[ ]	Is professional learning translated into changed planning, teaching and assessment rather than treated as workshop attendance?	Confident Partial Gap
[ ]	Can teachers explain the programme confidently without relying on memorized language for a visit?	Confident Partial Gap
[ ]	Are implementation records, meeting evidence and programme decisions organized and retrievable?	Confident Partial Gap
[ ]	Can the school identify where practice is not yet consistent and show a credible plan to close the gap?	Confident Partial Gap

5. Authorization / evaluation readiness

[ ]	Has the school checked current candidacy, consultation, application, verification or evaluation expectations directly with IB?	Confident Partial Gap
[ ]	Can leaders and staff explain both strengths and unresolved implementation challenges with evidence?	Confident Partial Gap
[ ]	Would observations, student work, interviews and policy documents present a consistent picture of programme implementation?	Confident Partial Gap
[ ]	Has the school tested its readiness through an internal review against the correct authorization or evaluation framework?	Confident Partial Gap
[ ]	Is there a sustainable development plan for the programme after authorization or the next evaluation cycle?	Confident Partial Gap

Vallorne readiness signal	If several answers are Partial or Gap, sequence the work before locking an external-review timetable. A framework-specific diagnostic should identify priority risks, evidence owners and the practical work plan.

Official reference points used for this edition

IB: Useful resources for schools: https://ibo.org/become-an-ib-school/useful-resources/

IB: Authorization resources: https://ibo.org/become-an-ib-school/useful-resources/authorization-resources/

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