



IB Evaluation

PYP – MYP – DP

PRESENTATION FOR STAFF

Evaluation: meaning and purpose

01. It is both an IB **requirement** and a **service**

02. It assesses whether a school continues to **meet** the requirements in the IB **Programme standards** and practices and will **remain** an **authorised school**

03. It is a **reflective process** that involves the entire school community **every 5 years** and takes **12 months** or more to complete

04. It results in a **plan for next steps** and future actions

05. It supports school efforts to **continually improve** the delivery of the IB programmes

06. It engages the school in a reflective process leading to **deeper understanding** of both the **aspects of the programme** that are being implemented effectively and the aspects that need **further development**

The Evaluation Process

STAGES		SUBMISSION	DURATION	COMPONENTS	SUB-COMPONENTS	DESCRIPTORS	REQUIREMENTS	WHO
1	Preliminary Review	4 months prior the visit (revisions approved 6 weeks prior visit)					Documents listed in Appendix 1 : core documents, plus specifications for PYP, MYP, DP	<ul style="list-style-type: none"> School Director / Academic Dean / Head of School
2	Self-study process			2.1 Self-assessment	2.1.1 Assessing the development of <i>practices</i>	<ul style="list-style-type: none"> Highly developed Developed Developing 		<ul style="list-style-type: none"> Programme Coordinator Teachers Parents
					2.1.2 Assessing & reporting on development of the <i>standards</i>	<ul style="list-style-type: none"> Notable development Satisfactory development Opportunity for further development Requires significant development 		
				2.2 Programme development	2.2.1 Evidencing programme development planning		Appendix 2	<ul style="list-style-type: none"> Head of School / Academic Dean Programme Coordinator
					2.2.2 Evidencing & analysing programme development			
					2.2.3 Reflection on programme development			
3	Evaluation visit		2 days				Agenda	<ul style="list-style-type: none"> School Director / Academic Dean / Head of School Coordinators CEO Teachers Students Parents
4	Conclusion						Report	The IB

1.1 Preliminary Review



CATEGORY	ITEMS	NOTES
OVERALL	School and programme profile	
	Legal entity and licensure documentation	
	Statement of acceptance	
	Link to school website	
	School mission and vision statements	
	School strategy or strategic plan	
	School brochure and/or promotional literature produced by the school concerning the implementation of the programme	
	School organization chart showing the pedagogical leadership team (including the programme coordinator) and reporting lines	
	Job description for the head of school or designee with decision-making authority over the programme(s)	
	Job description of the programme coordinator, including all additional responsibilities besides the coordination. Indicate the percentage of the coordinator’s weekly schedule that is devoted to complying with the coordination responsibilities.	
	Budget plan for the next five years	
	Collaborative planning description/schedule	
	Parent or guardian and student complaints procedures	

CATEGORY	ITEMS	NOTES
PYP	POI	
	Three completed unit plans or equivalent evidence of use of the PYP planning process for each grade	
	A description of how the exhibition is organized and managed in the school including: <ul style="list-style-type: none">•the structure to ensure coordination of the exhibition•a description of how students and mentors are briefed•the process for assessment•a description of the previous year’s exhibition, indicating the type of projects involved.	
MYP	Approaches to learning chart	
	Subject-group overview for each subject/ subject-group including the following. <ul style="list-style-type: none">• How the school has aligned the subject content with the MYP objectives• The content that is taught in each year of the programme in order to meet the MYP objectives	1) Lang & Lit 2) Lang Acq 3) I&S 4) Sciences 5) Mathematics 6) Design 7) Arts 8) PHE
	Schools participating in eAssessments	
	Curriculum documentation: Two units for each subject group according to the MYP unit planning process, preferably from different grade/year levels	1) Lang & Lit 2) Lang Acq 3) I&S 4) Sciences 5) Mathematics 6) Design 7) Arts 8) PHE
	Assessment documentation: Reports from eAssessments for each subject group, including internal assessment (IA) feedback from the “ePortfolio and Candidate Results” summary page	9) Interdisciplinary teaching & learning

CATEGORY	ITEMS	NOTES
DP	Calendar of school deadlines for student submission of internal and external assessment components	
	Two units for each subject group showing how the courses meet IB requirements, including how TOK and CAS are addressed	1) Lang & Lit 2) Lang Acq 3) I&S 4) Sciences 5) Mathematics 6) Arts
	A description of the supervision of extended essays (EEs) that includes: <ul style="list-style-type: none">• timelines• how mandatory reflection sessions will be supervised• how students choose their EE supervisors• how many students each supervisor is normally responsible for supervising.	
	<ul style="list-style-type: none">• CAS handbook Three samples of CAS experiences undertaken by students that demonstrate:• how all learning outcomes are met• student engagement in each of the three strands• how CAS experiences are initiated by students• the integration of one or more CAS strands in at least one project.	

2.1.1 Assessing the development of *practices*

Practices

Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB’s philosophy and mission. (0101-01)

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP				
MYP				
DP				
CP				

2.1.2 Assessing & reporting on development of the *standards*

Standard: Purpose (0101)

Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Purpose: Sharing an important mission		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Purpose(0101)	Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	School self-assessment			
		PYP			
		MYP			
		DP			
		CP			

2.2 Programme Development Plan

Programme development planning **begins immediately following** the school's acceptance as an **IB World School** to teach one or more IB programmes.

The IB supports schools in the development of many programme development plans (PDP's) **over the course of the five years** which might include a PDP that is programme - wide should the school have multiple IB programmes.

When it starts

During the programme evaluation process, **the school is asked to evidence their planning, implementation, analysis, reflection and learning for:**

- **one aspect of programme development** in the form of a PDP
- and to choose at least **four practices** from at least **two of the four categories** in the **PSP framework** (Purpose/ Environment/Culture/ Learning)

PDP in the Evaluation

FOCUS

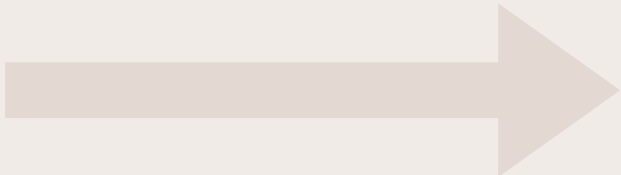
RATIONALE

PLANNING

IMPLEMENTATION & ANALYSIS

UNDERSTANDING & ANALYSIS

The PDP Components



To have a positive impact on students

2.2 Programme Development Plan



Focus of programme development What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?				
Rationale Briefly summarize the reasons the school selected this focus for programme development.				
	Planning		Reflection	
	Guiding questions and prompts	School response <i>Completed at the start of the programme development planning</i>	Guiding questions and prompts	School response <i>Completed at the conclusion of the programme development activities</i>
IB practices	<i>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</i> <ul style="list-style-type: none">What practice or practices need to be in place for this development to be successful?What practice or practices identify the people who are responsible for the work? For example, teachers, leadership, students?What practice or practices show how the work will be done? That is, what actions will be taken?What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus?		<i>Indicate if there were any changes to the practices selected and explain why different practices were selected.</i>	
Impact	What will change for students? (Identify the target: all students or subsets of students.)			
Data and evidence	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 <u>was</u> ? What data or evidence did you gather?	
Optional Research and/or shared practice	What examples or research will inform the approach or activities? 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?		What examples or research informed the approach or activities?	

2.2 Programme Development Plan

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

Understanding and application		
Summary	What did the school learn from engaging in this programme development effort? What factors led to this effort having, or not having, an impact?	
Further or future considerations	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?	
Priorities for programme development	What areas of the programme will the school now prioritize for development? Why?	

Timeline Example



Components	At least 18 months before the visit		12 months before the visit		6 months before the visit	4 months before the visit	3 months before the visit	6 weeks before the visit	Evaluation Visit
PRELIMINARY REVIEW	Reviewing all the documentation as per the Appendix 1								
					Preliminary Review submission on IB Concierge		Preliminary Review report	Sending new documents if necessary	
SELF-STUDY		Self-Study Questionnaire and committees							
			Reflection on the Self-Study and deciding on the Development Plan topic				Self-Study Questionnaire submission on IB Concierge		
DEVELOPMENT PLAN				Redaction/Planning/Reflection Development Plan					
				Implementation and reflection on the development plan chosen for the Evaluation					
							Submission on IB Concierge		
VISIT							Creating the Visit schedule		
								Final details	
									Two days

Who is involved in the process

Governing Body

- Provides **leadership** and **support** to the school director to ensure the school continues to improve upon the areas for further development as identified through the self-study process
- Ensures that **funding** is allocated to complete programme evaluation
- **Meets** with the **IB** evaluation team during the visit.

Teachers

- Participate in completing the **self-study questionnaire**
- May **be observed** during the visit where the expectation is that lessons are conducted as they normally are
- May **meet with the IB evaluation** team during the visit and participate in the framework and/or programme development meetings

Academic Dean

- Leads the **self-study feedback** process amongst staff in each section/programme
- Works with the IB programme coordinator to **provide time** and opportunities for **staff** to contribute to the **self-study feedback** process
- May **meet** with the **IB evaluation team** during the course of the visit.

Students

- Provide input during the **self-study**
- May **interact in groups with the IB** evaluation team in formal or informal meetings.

Parents & Community

- Offer a **critical perspective** on the outward-facing aspects of the school's implementation of their programme(s)
- Should be included in the reflective conversations used to inform the completion of the **self-study questionnaire**
- May meet with the IB evaluation team during the visit.

Programme Coordinator

- Organizes the programme evaluation process to include:
 - managing the timeline
 - communicating the process and deadlines to internal and external stakeholders
 - conducting/organizing appropriate meetings/surveys where stakeholders can share their reflections on programme implementation
 - consolidating input to complete the self-study questionnaire
 - collecting supporting documents
- Serves as the point of contact for the IB during the evaluation process and the evaluation visit
- Works with IBWS relationship manager to plan the evaluation visit, (for PYP, MYP and selected DP schools)
- Works with school leadership and teachers to organize the visit, where one is scheduled
- Informs teachers that their classes may be observed during the evaluation visit

Thank you



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