

Diploma Programme Evaluation

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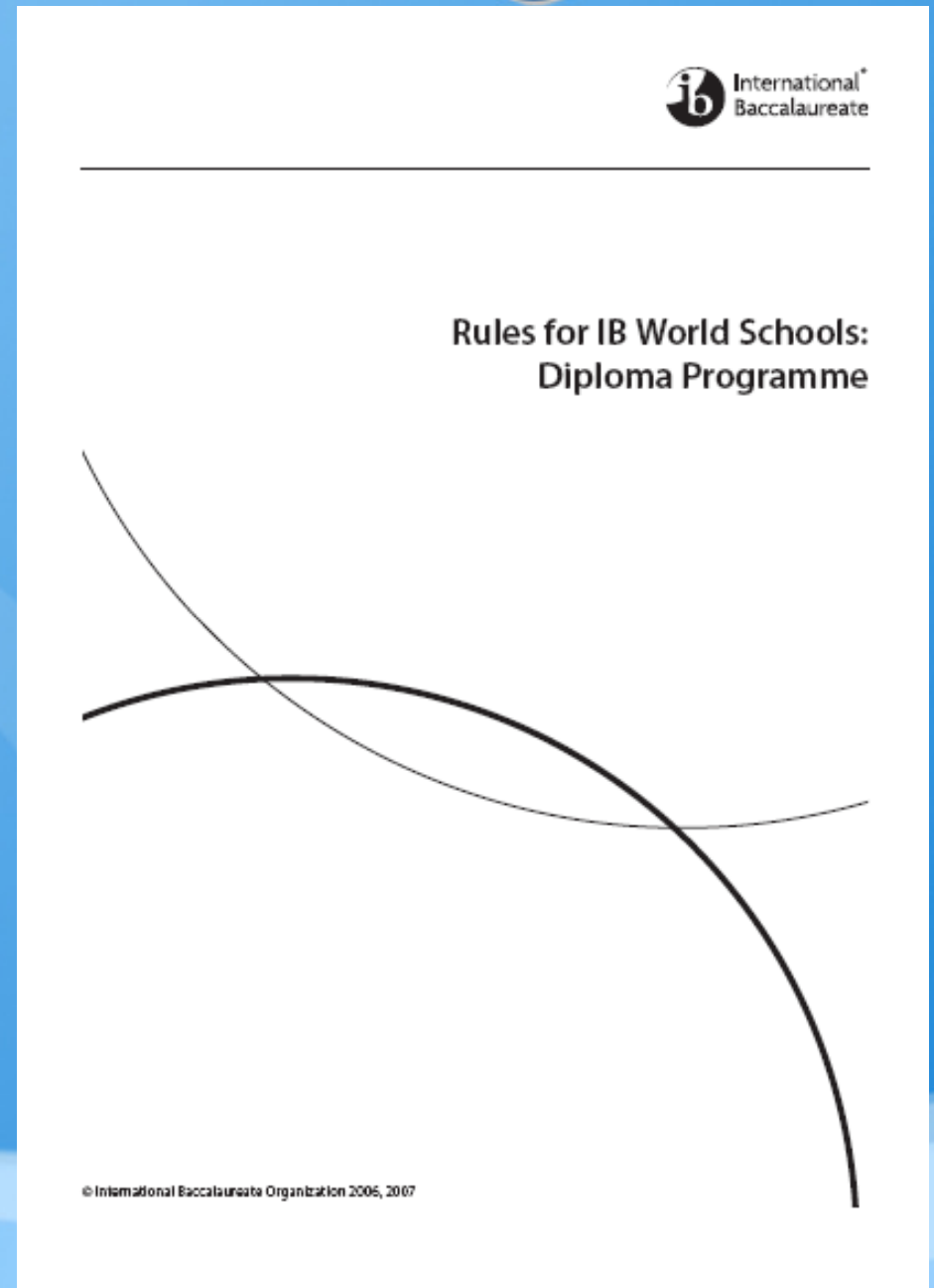
James Dalziel, Stuart Jones

Article 6: Review and evaluation procedures

6.1 Schools must be open to visits from representatives of the IB...to review the programme.

6.2 Evaluation normally at 5 year intervals...Schools are expected to conduct a self-study in preparation for this evaluation process.

6.3 Schools are expected to have a mechanism in place to respond to the recommendations and, where appropriate, matters to be addressed in the evaluation report.



DP Evaluation a.k.a 5 Year Review

- A formal requirement for all DP authorized schools.
- Occurs 5 Years from the date of authorization.
[even if there is a delayed start or some years without DP students, or interim visits]

Joint Evaluations

- 3 IB programme (3PG) schools will have an evaluation visit
- 3PG school have the option of combining the 3PG evaluation with CIS/WASC accreditation processes – contact IBAP for details
- Encourage *all* schools to look to align the self-study processes (IB and non-IB). We will try to accommodate requests for rescheduling to support this.

Timing

- May session schools submit self-study in April
- November session schools submit self-study in October
- Deirdre informs schools 18 months ahead of time and sends updates – [communications]

Stages of the evaluation process

- Schools evaluate their DP and prepare a self-study report.
- Self-study report package sent to IBAP office
- IBAP office uses a team of report evaluators
- 5 Year Review Report written and standardized, and sent to school
- Schools are asked to respond to the report recommendations within 1 year.

Nature of the IBAP 5 YR Report

General

- The 5YR report is based on
- Self-study report presented by the school
- The evidence submitted by the school for its ratings against the standards and practices
- The process undertaken to generate the self-study report
- Experience of the 5YR Evaluation team as IB administrators and educators

Nature of the IBAP 5 YR Report

Section 1:

- Comments on the process taken by the school to generate the self-study
- Comments on the range and nature of evidence used by the school
- Identifies:
 - Key areas for commendations
 - Key recommendations
 - Matters to be Addressed (MTBA)* - possibility of a follow-up visit at the school's expense (currently 5-10/year)

Nature of the IBAP 5 YR Report

Section 2:

- Specific feedback against each standard and practice
- Comments where there is significant disagreement with school's self-evaluation
- Suggestions on strategies, other evidence to be used
- Areas for commendation
- Recommendations

How we evaluate IB schools

- All evaluative statements linked to standards and practices
- Use a variety of indicators – don't restrict to pass rates and top marks

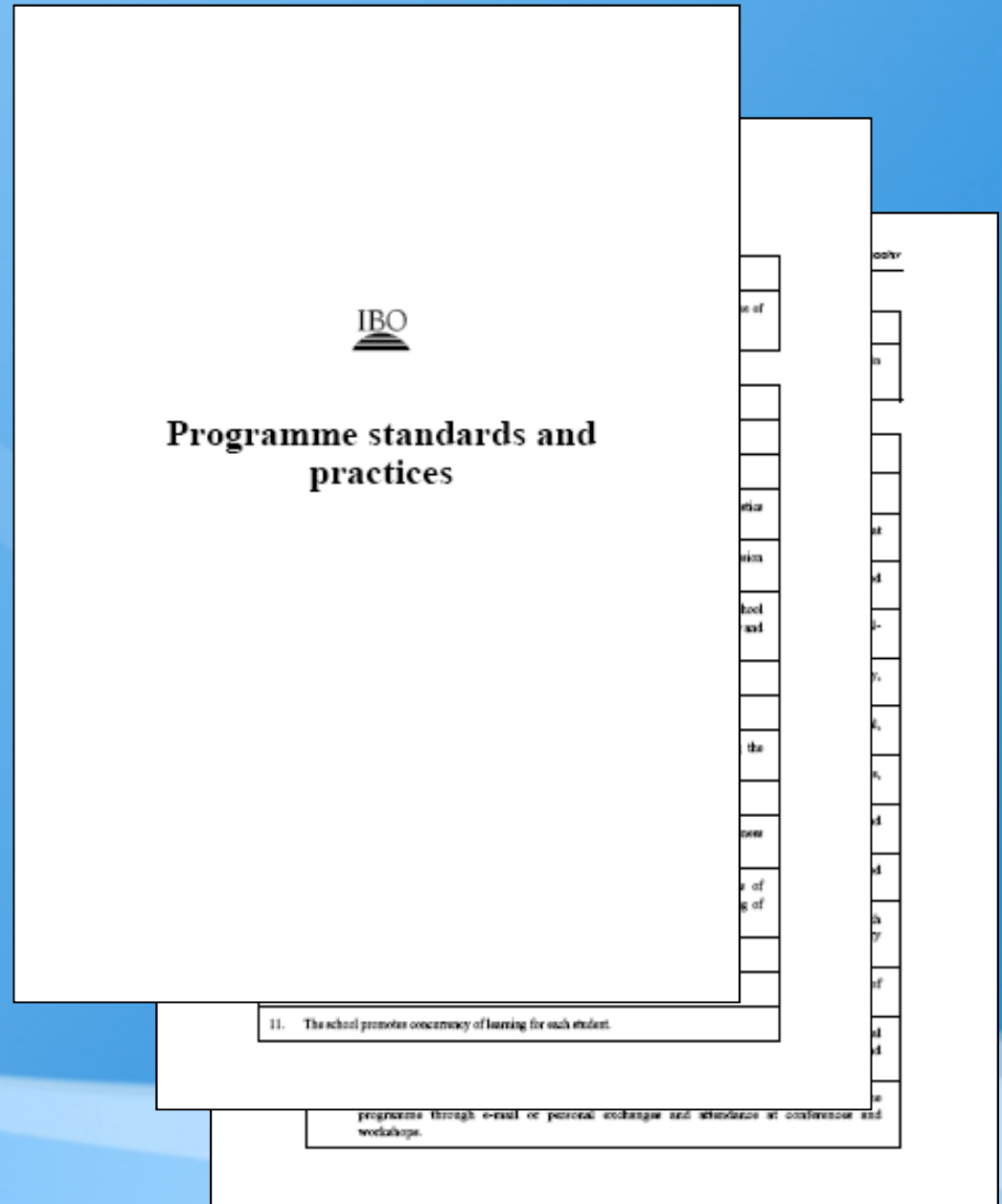
For example:

- IB school, not IB programme in a school
- Philosophy 'lives not laminated'
- Pedagogy and assessment practices
- CAS, Learner Profile, TOK, International Mindedness, Assessment
- Access to 'IB Experience'
- Accuracy of PG + reasonable pass rate
- Ongoing review/reflection (annual results)
- Engagement with 5 Year Review Self-study.

Connecting with the IB 'Programme Standards and Practices'

Very many of the Practices are evidenced through the documentation

Standards C1-C4 need to be a key area of focus as no teaching is taking place at the authorization stage.





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PROFESSIONAL DEVELOPMENT

The Fifth Discipline – Peter Senge



Single and Double loop learning (Argyris and Schoen)

Single-Loop Learning

Most common style of learning is really just problem solving — improving the system as it exists.



Double-Loop Learning

More than just fixing the problem, this style of learning involves questioning the underlying assumptions behind techniques, goals and values.

Professional Development and the self-study questionnaire

- Encourage schools to include a PD record that shows all the PD work that the school does.
- IB Workshops
- IB Conferences – (cf GW's talk)
- IB In-school workshops
- IB Job-alikes/network or association meetings
- WSL, VTL, Examiner/moderator work
- Non-IB specific: e.g. whole school PD on differentiation, or ESL

Nature of the self-study report

- Self-study questionnaire
 - Instructions
 - Prompts for key information and documents

However, the self-study process and what it produces for the school are critical.

Therefore a simplistic, form-filling approach to the questionnaire will be unsatisfactory

Recommended approach to self-study, based on best practice within the region

- Stakeholder involvement
- Critical (not complacent OR dismissive)
- Tailored to school
- Commitment to continuous improvement - 'KAIZEN'
- Evidence based
- Openness (Not defensive / face-saving)
- Action plans – SMART goals

Research methods

- Triangulation
- Co-ordinated across the self-study groups
- Focus groups
- Questionnaires
- Interview
- Breakdown results – M/F, ESL, components, across subjects
- De Bono “ 6 thinking hats”

General Guidelines

- Set up a steering committee.
 - establish the various working groups, ensuring that they are appropriately representative, and collectively have the required expertise.
 - establish processes and timelines
 - Co-ordinate survey methods and feedback

General Guidelines

- Focus on the ‘self-study’ aspect and the process. This is the most important part of the 5 Year Review.
 - The process is the questions the school asks of itself and the methodology it employs to find evidence to accurately judge its progress.
 - The ‘products’ are the findings the school draws from the process, the action/strategic plans it draws up and integrates into its school-wide planning. The product is not paper for paper’s sake.

General guidelines

- Review the IB documents ‘Diploma Programme: From Principles to Practice’ and Guidelines for developing language and assessment policies.
 - This will provide a useful basis for reviewing your own policies and systems.
- Move your study groups’ thinking from ‘do we have a system’ or ‘how are we doing’ to ‘what evidence do we need to collect to judge how we are doing’.
 - This will help reinforce the necessary evidence-based critical review.

General Guidelines

- There are some essential pieces of data, and these are listed on the self-study questionnaire form. Beyond that the school also needs to support its self-assessment for each practice.
 - A list of possible sources of evidence compiled from other 5 Year Reviews is provided for guidance purposes only. It is not a prescribed or exclusive list.

General Guidelines

- Pay particular attention to evidence especially when the degree of implementation is judged to be very high or very low.
- Build a strategic development plan linked to Standards:
a) helps the school in the process b) informs the 5 Year Review Team more clearly about the school's goals and c) supports Standards A1# 5 and B1#4)
- Be sure to index each piece of evidence so that it can readily be accessed.
- Test the CD Rom with the report to ensure links work

Response to Standard C1-C4

- 6 subject groups + TOK...and also the school's overview
- School's overview not an average – highlight differences.
- Differences can be useful insights into:
 - Access to resources
 - PD needs / opportunities
 - Articulation needs / opportunities
 - Group Think – mental models



E.g. Standard C3 – Teaching and Learning: Group 2

Standard C3	Requires significant attention	Shows satisfactory development
Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.		X

Practices	Degree of implementation			
	Low		High	
1. Teaching and learning at the school builds on what students know and can do.			S	
Teaching at the school allows students to become actively responsible for their own learning.		S		
Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.			S	
Teaching and learning at the school recognizes and reflects multiple perspectives.			S	
Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.			S	
Teaching and learning at the school is supported by a range of appropriate resources, including ICT.		S		

E.g. Standard C3 – Teaching and Learning: Group 4

Standard C3	Requires significant attention	Shows satisfactory development
Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.	X	

Practices	Degree of implementation			
	Low		High	
1. Teaching and learning at the school builds on what students know and can do.		S		
Teaching at the school allows students to become actively responsible for their own learning.		S		
Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.		S		
Teaching and learning at the school recognizes and reflects multiple perspectives.		S		
Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.		S		
Teaching and learning at the school is supported by a range of appropriate resources, including ICT.	S			

Effective Teams - findings

- Common vision does not automatically lead to success
- Requires co-ordination
- Common language, listening, understanding
- Needs time to gel as a group
- Positive reinforcement
- We're all in this together
- No one place to celebrate –individual journey



Web-based solutions

- Wikis
- PBWorks
- Xitracs
- School created

- Don't let the technology get in the way

A continuum of self-evaluation

- ‘The school has systems in place for the continuity and on-going development of the programme’ (*new standards B1#6, similarly in current standards A1#5, B1#4*)
- Build pre-authorization and authorization recommendations into a strategic development plan
- Link to standards and practices
- Build into a school-wide plan to ensure resourcing
- Review annually

Example of how to link to practices

Practices	Degree of implementation				Evidence
	Low		High		
1. The school is committed to the principles defined in the IBO mission statement. [alternatively, evidence and descriptions of school practices can also be listed here, under each practice]		x			A1.1, A1.2
2. The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.			x		A1.3 see also C1.1
3. There are clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.		x			A1.1
4. The beliefs and values that drive the programme are shared by all sections of the school community (including students, teachers, administrators, members of the governing body and others, as appropriate).			x		etc
5. The school is committed to continuous improvement.				x	A1.4
6. The school promotes student inquiry and the development of critical-thinking skills.		x			
7. The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.			x		
8. The school promotes concurrency of learning for each student.	x				See C1.2
<p>The statement of conclusions</p> <p><i>Strengths:</i></p> <p><i>Practices in need of strengthening: - see action plan*</i></p> <p><i>Proposals for improvement: - see action plan*</i></p> <p>* <i>Action planning: Whilst this is not a compulsory part of the self-study questionnaire, the 'Practices in need of strengthening' and 'Proposal for improvement' sections can usually be dealt with more effectively by incorporating them in some form of development/strategic plan. It also links strongly with Standard B #4: "The school's goals, strategies, time lines and accountabilities are available in written form to all members of the school community."</i></p> <p><i>Schools are encouraged to build this in as a natural part of their school-wide development planning. A basic sample action planning template has been provided to support schools that do not currently have established systems.</i></p>					

Thank you

Please contact the IBAP Office for support
with the 5 Year Evaluation process