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DP Evaluation: Standardizing the Process

When? Why? How?



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Session objective:

Session attendees will understand the significance of standardizing the evaluation process within the region and be able to articulate and communicate what this will look like for their own schools.



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Share!

Name

Region

Come up with an IB team name



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DP Evaluation – when

- Every five years (used to be 7 in North America)

DP Evaluation- why

- The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programmes are being maintained.

DP Evaluation- how

- It is a process of formal reflection involving all stakeholders within the school community.
- Schools assess their own implementation of the programme, according to the *Programme standards and practices* and programme requirements.
- Schools identify major achievements during the period under review and identify practices that need further development.
- The IB reviews each self-evaluation and provides feedback for schools.



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Why- Discuss

- What is the purpose of programme evaluation?
- Why is it based on a self-study?
- Why do we give schools over a year to complete?

- Why do you have to involve all stakeholders?
- What do schools find helpful about the process?
- What do schools struggle with or dislike about the process?

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The regional office evaluation team has two main objectives:

1. Support the schools going through the self-study.
2. Ensure schools uphold the standards and practices and implement high quality programmes.



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Different regions, different states, different communities:

What does that mean for programme
evaluation?



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Jot Thought:

Directions:

- Small pieces of paper
- You have one minute
- Write one idea per piece of paper, say it out loud and place it in the middle
- Do not repeat

Question:

- In what ways can schools be different?



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Standards and practices across borders...

Budgets

Schedules

Goals

Leadership

Needs

Cultures

National systems



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There are differences, but all fall under the same standards.

Policies from all over the region.
Alaska to Punta Arenas.
Public, private, parochial.



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Who reads the
submitted
documents and
how do they
suggest
decisions?

- **IB Readers:** Some are lenient while others are strict.
- Consequences?
 - Not fair to schools
 - Not fair to students



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Standardization



Photo credit: <http://www.adclin.com/services/data-standardization>



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Example:

- Read the section of the *Programme standards and practices*.
- Read the *Guidelines for developing a school language policy*.
- Read the Sample Language policy.
- Determine: if you were the reader, would you give a commendation, recommendation or a matter to be addressed? Why?
- In your groups, you will discuss, come to a consensus and then summarize your process and your decision on a piece of chart paper.



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Results?

- Each team will read what they decided.



	Practices	Reader's analysis/ Example Findings	Reinterpretation of the practice	When to write a recommendation	When to write a Matter to be Addressed	Support in IB documentation
5b	<p>The school develops and implements a language policy that is consistent with IB expectations.</p> <p>Evidence:</p> <p>Question: B1.5a</p> <p>Supporting documentation : language policy</p>	<ul style="list-style-type: none"> ○ The language policy includes (as applicable): ○ the school language philosophy ○ the school language profile ○ support for mother tongues ○ a selection of languages in group 1 and group 2 courses that reflects the needs of students strategies to support all teachers in their contribution to the language development of students. ○ support for students who are not proficient in the language of instruction ○ learning of the host country or regional language and culture ○ The policy is regularly revised and includes different stakeholders. It is widely communicated. 	<p>This practice looks for consistency between the school's language policy and the IB's language policy.</p> <p>Please become familiar with the IB requirements before assessing this practice.</p> <p>It is also important to see whether the policy has been developed collaboratively.</p>	<p>Make it a recommendation if you find evidence that the process to develop and revise the policy is not collaborative or collaborative enough.</p>	<p>Make it a matter if there is no policy.</p> <p>If the policy does not mention any of the <i>bullet points in the findings column highlighted in yellow</i>.</p>	<p>"Learning in a language other than a mother tongue in IB programmes" and "Developing a school language policy" in <i>Towards a continuum of international education</i>, pp. 25–7</p> <p>"Language options and language support" in <i>The Diploma Programme: From, principles into practice</i>), p. 22</p> <p><i>Guidelines for developing a school language policy</i></p>



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Standardization Document

DP Evaluation: Top Tips and FAQs



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Questions?



Thank you

DP Evaluation Team:

Alicia D'Urbano – alicia.durbano@ibo.org

Kelsey Day – kelsey.day@ibo.org

Marissa Oliver – marissa.oliver@ibo.org