

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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ROME • 16–19 OCTOBER



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Working through the five-year self-evaluation



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Facilitators

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Presentation plan

- Session survey
- Why is the five-year self-evaluation important?
- The self-study process
- Who is involved in the self-study and why?
- Important things to remember
- The Evaluation visit
- Evaluation (visit) report



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Session Survey

Who has a role as a DP teacher? -

Who has a role of a DP coordinator? -

Who has a role of Head of School? -

For whom is this their first five-year self-evaluation? -

For whom is this their second five-year self-evaluation? -

For whom is this their third five-year self-evaluation? -





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Why is the five-year self-evaluation important?

- In groups of three, discuss the value of taking part in programme evaluation (four minutes).
- Be ready to share with the whole group (five minutes).

The feedback obtained from the conference attendees was the same as provided on the following slide



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Why Evaluation?

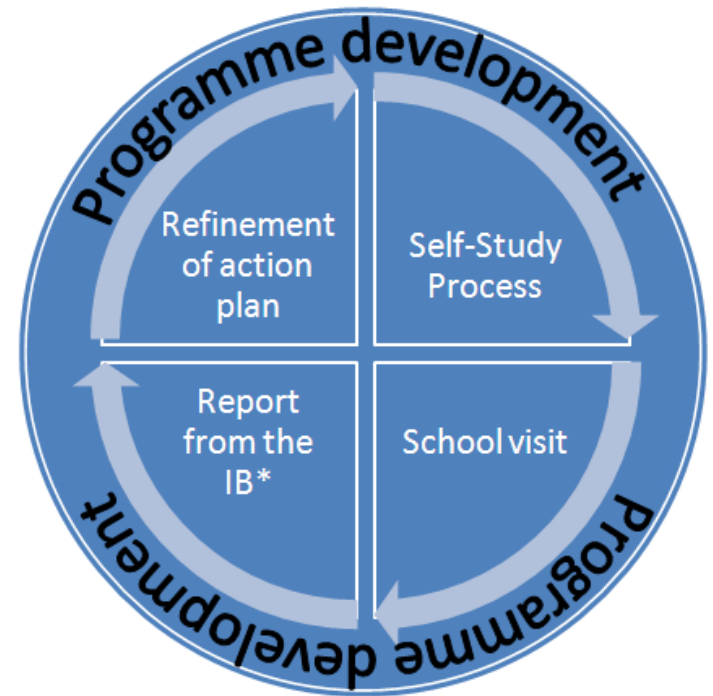
- Part of the school culture
- Multiple perspectives - entire school community
- **Reflection**
- Process of identifying the **school's strengths** and building on those for further development of the programme
- Identifying **areas requiring improvement**
- Refining/reviewing the school's **action plan** to address these areas
- Sustaining the programme



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Self-study process

Upon receipt of an authorization/evaluation report, the school begins working on the five-year evaluation cycle. For DP schools, they participate in the self-study process every five years after authorization as an IB World School.





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The basis of the self study: Principles and Practices

- Section A: Philosophy
- Section B: Organisation
 - B1: Leadership and Structure
 - B2: Resources and Support
- Section C: Curriculum
 - C1: Collaborative Planning
 - C2: Written Curriculum
 - C3: Teaching and Planning
 - C4: Assessment



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Self study



Completed
self-study



The self-study: Division of reflection

1. In groups of three, decide the composition of groups to discuss and evaluation the standards and practices which are a part of the self-study.
2. Each group has a set of twenty post its for the groups of stakeholders
3. 15 minutes to complete this task.





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Stakeholders involved

Local education authorities, school account, administrative board, CAS supervisors/advisors. head of school, CAS coordinator, teachers, parents, students, support staff (media centre, transport, catering, security, account), librarians, resource teacher, alumni, management and leadership team, university/career counsellor, state/owners/board, IT department/support, universities, national committees (in the case of UWCs), assessment officer,

There was varying opinions as to what parts of the self-study that stakeholders should be involved with.

**Gather as much information from as many different stakeholders as possible.



Important things to remember....

- Defining the descriptors
- Involving all stakeholders
- Policies
- PD requirements
- Timetable/student schedule
- What evidence?



Defining the descriptors

What does each level indicate?
Discuss in groups
for 10 minutes

Practice		Level of Implementation			
		Low	→		High
3.	The school ensures that teachers and administrators receive IB-recognized professional development.				
a.	The school complies with the IB professional development requirement for the Diploma Programme at authorization and at evaluation.				
4.	The school provides dedicated time for teachers' collaborative planning and reflection.				
5.	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).				
a.	The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.				



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Defining the descriptors

Simplest approach is to have one set of descriptors that are used for all practices.

All stakeholders need to be made aware of what these descriptors are and how they are to be interpreted. For example, all stakeholders need to be informed as to what it means for a low descriptor.



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Involving all stakeholders – an opportunity to create ownership

- Quantitative and qualitative / formal and informal
- Surveys to stakeholders
- Focus groups with stakeholders
- Parent coffee and cake mornings/afternoons
- Board of governors
- Student feedback



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B.1.5 Policies

- Admissions policy
- Language policy
- Inclusion/special educational needs policy
- Assessment policy
- Academic honesty policy

The OCC has a wealth of documents to help in the development of policies.



B.2.3 – PD requirements

Subject	Teacher	Training
Biology SL	Mr. Smith	September 2010
Biology SL	Mr. Janes	February 2014
Biology SL	Mr. Chu	No training

In this scenario...Mr. Chu needs to attend training as there has not been any training. It is not good enough that Mr. Janes has attended training on the new course. He can disseminate the information to Mr. Smith. But Mr. Chu needs to be trained.



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B.2.3 – PD requirements

Subject	Teacher	Training
Biology SL	Mr. Smith	September 2010
Biology SL	Mr. Janes	February 2011
Biology SL	Mr. Chu	February 2013

In this case since all the teachers have been trained only one of them needs to attend the updated training and then disseminate it back to their colleagues.



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B.2.3 – PD requirements

Subject	Teacher	Training
Biology SL	Mr. Smith	September 2010
Biology SL	Mr. Janes	February 2011
Biology SL	Mr. Chu	No training

In this scenario, Mr. Chu can attend a workshop on the new biology course and disseminate the changes. This means that you sort of ‘kill two birds with one stone’ – send the teacher with no training to a workshop and send one teacher per new subject group to a workshop based on the new guide.



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Student schedule/Timetable

- Student schedules for DP year 1 and year 2 are submitted that show:
 - 100 hours over two years scheduled for TOK
 - 150 hours over two years scheduled for SL courses
 - 240 hours over two years scheduled for HL courses



Evidence for standard C

Standards	Possible Evidence
C1 – Collaborative planning	<ul style="list-style-type: none">• Meeting schedule, agenda and minutes, attendance list• Evidence of both vertical and horizontal articulation
C2 – Written curriculum	<ul style="list-style-type: none">• The documentation identifying in detail what is to be taught, such as planners, units, outlines, lesson plans and syllabuses.
C3 – Teaching and learning	<ul style="list-style-type: none">• Unit planners, displays, reflections, portfolios, CAS portfolios
C4 - Assessment	<ul style="list-style-type: none">• Examples of formative and summative assessment• Analysis of exam results



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The evaluation visit

- 10% of DP schools are visited: the Regional Office approaches schools prior to the self study or after submission of the self study
- Reminder from the regional office one year in advance of beginning of self study and submission of self-study 3 months in advance of the visit
- Access to IB Docs – for uploading required documentation
- Set visit dates
- Organize the team's visit – accommodation, transfers (airport, school)
- Host the visit – 2-3 IB educators



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The evaluation (visit) report

- A “compass” to provide direction in continuing to implement the programme
- Further develop the school’s action plan to incorporate the recommendations and matters to be addressed from this report
- The report may outline more immediate steps (MTBAs with a deadline) that need to be completed prior to the next evaluation



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Questions?

