



# IB CONFERENCE OF THE AMERICAS 2015

*Chicago, IL • 23–26 July*



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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?

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- 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?

## Share



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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><b>Evidence:</b></p> <p>Question: B1.5a</p> <p>Supporting documentation : language policy</p>	<ul style="list-style-type: none"> <li>○ The language policy includes (as applicable):</li> <li>○ the school language philosophy</li> <li>○ the school language profile</li> <li>○ support for mother tongues</li> <li>○ 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.</li> <li>○ support for students who are not proficient in the language of instruction</li> <li>○ learning of the host country or regional language and culture</li> <li>○ The policy is regularly revised and includes different stakeholders. It is widely communicated.</li> </ul>	<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](mailto:alicia.durbano@ibo.org)

Kelsey Day – [kelsey.day@ibo.org](mailto:kelsey.day@ibo.org)

Marissa Oliver – [marissa.oliver@ibo.org](mailto:marissa.oliver@ibo.org)