DP Evaluation: Standardizing the Process

When? Why? How?
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.
Share!

Name
Region
Come up with an IB team name
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.
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
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.
Different regions, different states, different communities:

What does that mean for programme evaluation?
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?
Standards and practices across borders...

Budgets
Schedules
Goals
Leadership
Needs
Cultures
National systems
There are differences, but all fall under the same standards.

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

• Each team will read what they decided.
<table>
<thead>
<tr>
<th>Practices</th>
<th>Reader’s analysis/ Example Findings</th>
<th>Reinterpretation of the practice</th>
<th>When to write a recommendation</th>
<th>When to write a Matter to be Addressed</th>
<th>Support in IB documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5b</td>
<td>The school develops and implements a language policy that is consistent with IB expectations. <strong>Evidence:</strong> Question: B1.5a Supporting documentation: language policy</td>
<td>o The language policy includes (as applicable): o the school language philosophy o the school language profile o support for mother tongues o 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. o support for students who are not proficient in the language of instruction o learning of the host country or regional language and culture o The policy is regularly revised and includes different stakeholders. It is widely communicated.</td>
<td>This practice looks for consistency between the school’s language policy and the IB’s language policy. Please become familiar with the IB requirements before assessing this practice. It is also important to see whether the policy has been developed collaboratively. Make it a recommendation if you find evidence that the process to develop and revise the policy is not collaborative or collaborative enough.</td>
<td>Make it a matter if there is no policy. If the policy does not mention any of the bullet points in the findings column highlighted in yellow.</td>
<td>“Learning in a language other than a mother tongue in IB programmes” and “Developing a school language policy” in <em>Towards a continuum of international education</em>, pp. 25–7 “Language options and language support” in <em>The Diploma Programme: From, principles into practice</em>, p. 22 <em>Guidelines for developing a school language policy</em></td>
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Standardization Document

DP Evaluation: Top Tips and FAQs
Questions?

Thank you

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