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# EVALUATING YOUR DIPLOMA PROGRAM

# Key Documents

- Guide to program evaluation
- Self-study questionnaire
- IB Program Standards and Practices

# Agenda

- Quick overview of Program and Standards differences
- Planning for Program Evaluation
- Documents needed for each Standard
- Quick look at the new Standards and Practices

# Which one do I do

- April 2021 old standards and practice
- September 2021 new one
- In between you pick with IBWSM

# New Standards and Practices

## New

- School and programme profile
- Legal entity and licensure documentation
- Statement of Acceptance
- Link to website
- School mission statement and vision statements
- School strategy or strategic plan
- Job Description of Head of School
- Parent or guardian and student complaints procedure
- Examples of school reports to parents
- Two units for each subject group

## Same

- School brochure
- School organization chart
- Job description Coordinator
- Budget
- Collaborative planning description/schedule
- Policies
- PD chart
- Schedules
- IA Calendar
- EE Process description
- CAS Handbook and 3 samples
- Exam storage rules

# What else is new ?

School submits all documents for review

If there are any problems will need an action plan to fix whatever is wrong

Development Plans

One must be submitted of the ones you have completed since your last five-year evaluation

# Descriptors

- Emerging
- Developing
- Demonstrating
- Excelling

consider a scale for these if doing surveys

New Highly Developed / Developed / Developing

- To determine development and implementation of the practice
- To determine understanding of the practice by the school community
- To determine integration of the practice in school processes

**Excelling:** Explicit and consistent evidence of the development and implementation of the practice; the practice is fully understood by the school community and integrated into school processes.

**Demonstrating:** Consistent evidence of the development and implementation of the practice; the practice is understood by the school community and is integrated into most school processes.

**Developing:** Inconsistent evidence of the development and implementation of the practice ;the practice is partially understood and integrated into some school processes.

**Emerging:** Insufficient evidence of the development and implementation of the practice in school processes.

Reflecting on the rating for the practices, the school concludes for each standard whether it: – shows satisfactory development – requires additional development – requires significant attention.



# Section A Philosophy

**The school's educational beliefs and values reflect the IB philosophy.**

- *mission statement***
- *ATL***
- *Learner Profile***
- *International Mindedness***

# Supporting Documents for Standard A

- Brochure
- Organizational chart (DP Coordinator as part of leadership team)
- CAS Documents
- Participation in regional IB activities
- Participation in IBEN
  
- Parent survey
- Staff Survey
- Student Survey
- Leadership Survey

# Standard B Organization

## **B1**

**Leadership and structure: The school's leadership and administrative structures ensure the Implementation of the IB programme(s).**

## **B2**

**Resources and support: The school's resources and support structures ensure the implementation of the IB programme(s).**

# Supporting Documents /Information

- Budget ( project out 5 years ) CAS included
- Concurrency of Learning/ Balanced Curriculum
- Library resources
- Guidance and post secondary plans
- Timeline (of the study)
- Meeting schedule
- Coordinator job description
- Description of the EE process
- CAS process and descriptions
- Professional Development chart
- Student schedules

# Policies

- Admission Policy (not required) need to explain how students enroll
- Academic Integrity Policy
- Assessment Policy
- Special Needs Policy
- Language Policy

# Standard C Curriculum

- **C1. Collaborative planning:** Collaborative planning and reflection supports the implementation of the IB programme(s).
- **C2. Written curriculum:** The school's written curriculum reflects the IB philosophy.
- **C3. Teaching and Learning:** Teaching and learning reflects the IB philosophy.
- **C4. Assessment:** Assessment at the school reflects the IB assessment philosophy.

# Topics Covered

- Collaborative planning
- Integration of TOK, ATL, Learner Profile and International Mindedness
- Infusion of the core across the program
- Vertical and horizontal articulation
- Reflection

# Other Documents

- Course Outlines
- Unit Planners
- Calendar of deadlines for IA
- Consensus from each group Chart 5
- CAS Handbook
- three samples of CAS experiences undertaken by students (student CAS records)



# Must be Included from either Authorization or last Evaluation

- All recommendations must be referenced
- All matters must be referenced

# Action Plan

- One item per standard or more
- Make sure it addresses some of the recommendations from last report
- Needs to match conclusion from each standard
- Add items that you have identified as needing work from the self study

# New Standards and Practices

## Purpose (3)

*IB philosophy Mission, Learner Profile, International Mindedness*

## Leadership and Governance (5)

*exam storage, Job description, PD, Schedule, policies , data, budget*

## Student Support (5)

facilities, technology, library , advice on careers/college

## Teacher Support (3)

*Collaborative planning*

*Documents my IB*

## Culture (6)

Access

Policies

## Coherent Curriculum

TOK integration

Collaborative Planning

Curriculum communicated

## Life Long Learners (7)

ATL's

Learner Profile

International Mindedness

## Approaches to Teaching (5)

Use of IB approaches to teaching

## Assessment (4)

IB assessment

Standardization of work

Accuracy of predicted grades