Guide to programme evaluation

First examinations 2016

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IB Continuum
Guide to programme evaluation

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Purpose of this document

This *Programme evaluation guide (2015)* provides schools with the information they need to carry out the process of programme evaluation. This replaces the individual programme evaluation guides published in 2010. The self-study questionnaire is found in the Implementation section for each programme on the programme resource centre.

What is programme evaluation?

Programme evaluation is the primary means of ensuring that schools are meeting the IB programme standards and practices. This process can also serve as a catalyst for school improvement.

Programme evaluation:

- is both a requirement and a service provided by the IB to IB World Schools

- is a reflective exercise that involves the entire school community

- assesses whether a school meets the *IB standards and practices* and will remain an authorized IB World School

- supports school efforts to continually improve the delivery of the programme(s)

- results in a clear plan for next steps and future actions

- can result in improved teaching and learning.

What is the aim of programme evaluation?

The aim of programme evaluation is to:

- evaluate the extent to which the school is meeting the programme standards and practices

- improve implementation by identifying strengths and weaknesses, and determining areas for future focus

- serve as a vehicle to reinforce the support and commitment for the programme from all stakeholders in the community.

It is expected that schools strive to continually improve the quality of their programme implementation through an ongoing commitment to meet all the standards, practices and programme-specific requirements.

How are schools evaluated?

Schools complete a self-study process assessing their implementation of IB standards and practices and gathering evidence to support their assessment. The IB evaluates that evidence and provides feedback to the school.

The Programme standards and practices:

- set the foundation of what it means to be an IB World School starting with the authorization process (some practices must be completely in place at authorization, while others may be in progress, as outlined in the *Guide to school authorization* for each programme)

- are expected to be developed and implemented, fully understood and integrated into school processes at the time of programme evaluation

- provide a set of criteria against which both the IB World Schools and the IB can evaluate success in the implementation of IB programmes.

When are schools evaluated?

- every five years after authorization in all programmes in MYP, DP and CP

- four years after authorization for the PYP and then every five years thereafter.

You will be contacted by the IB in advance of the date for submission of your self-study.

Change of evaluation date

Schools may request a change of date by contacting the IB well in advance. Date change requests must be approved by the IB .

Reasons for date changes

- aligning evaluations for multiple IB programmes within a school or group of schools

- synchronizing IB programme evaluation with accreditations from IB partner organizations

- significant events in the life of the school such that the school is unable to complete the self-study and/or host the visit.

School improvement cycle

Programme evaluation is one aspect of the continuous improvement that starts during the process of becoming authorized as an IB World School.

Development of the action plan

The action plan is the start and end point of programme evaluation.

The action plan:

- is developed initially during the authorization process

- is updated at least annually

- is used to plan and track progress against the school's goals

- refers directly back to the *Programme standards and practices (2014)*

- shows how the school responded to recommendations from authorization or the last evaluation

- includes items that are a result of the reflection during the self-study

- shows the plan for the next five years of implementation.

The self-study

- The self-study is a detailed and thorough reflection by all community members on all aspects of the programme implementation. The standards and practices establish a goal for schools to reach, though typically schools cannot meet all practices equally at all times. The self-study provides the opportunity to reflect honestly and identify where the school excels, where it has shown growth and what needs additional attention.

- The conclusions represent the perspectives of teachers, school leaders, students, parents and community members.

- The school gathers evidence regarding their implementation of each **practice** and rates the implementation.

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.

- The evidence should represent the entire five-year period under review.

- The evidence is submitted to the IB using the self-study questionnaire on IB Docs.

- In addition, the school uploads supporting documents. In most cases, schools will already have developed these documents in the course of their implementation of the programme. The school may also provide evidence during a school visit.

- The organization of the process will vary depending on the school context. Schools may wish to establish committees or use existing groups within the school to gather documentation and to complete the self-study questionnaire.

- The school normally takes at least a full year to plan and carry out the process. The expectation is that schools do a thorough analysis of programme implementation.

- The school may choose to start the process earlier and take a longer period selecting specific areas of focus each year. This may facilitate building a culture of continuous improvement while making the self-study process more manageable.

- Conclusions from the self-study are used to plan the actions needed to further improve implementation of the programme at the school.

The school's evidence is evaluated by IB staff or educators who are trained for this role. They will read all of the evidence submitted by the school. In addition, all PYP, MYP, CP and selected DP schools receive visits. An IB evaluation team of 2–3 IB staff or educators will visit the school to confirm the evidence submitted in the self-study.

The visit

The visit is an opportunity for the IB team to:

- verify the evidence provided with the self-study

- view additional evidence, such as samples of student work and written curriculum

- have a first-hand look at the school.

Visitors will meet with teachers, school leaders, students, parents and members of the governing body, as well as observe classes and view the school facilities. The organization and expectations are similar to the verification visit that is part of the IB authorization process. The aim of the visit is to confirm the effectiveness of the programme implemented by the school as described in the school's self-study. The process does not appraise or assess individual teachers or school leaders.

When and how long?

The IB will organize the visit selecting from dates that the school indicates are convenient. Each visit normally lasts two to three days, but the IB may decide on a longer visit depending on the size of the school or the programme structure.

Preparing for the visit

Responsibilities of the IB

- set dates for the visit in consultation with the school, allowing enough time for the school to organize it

- appoint the members of the IB team and inform the school of their names in advance

- approve the final agenda, developed by the IB team leader in consultation with the school.

Responsibilities of the school

- define an agenda with the IB team leader in advance of the visit

- fund the visit and organize logistics, such as lodging and transportation, according to IB procedures provided by the IB.

Hosting the visit

Responsibilities of the school

- provide logistical support for lodging, evening meals and transportation if indicated by communication from the IB

- make available for the IB team a suitable room in the school to use throughout the visit where meetings will take place and the team will complete its work

- ensure that:

    - the room can be locked and will not be used for other purposes or meetings during the visit, including after-school hours

    - all necessary documentation required by the IB team is available

    - the room is quiet and allows private conversations

    - consistent secure internet access is available for the team.

- provide meals during the school day

- provide the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish).

The visit agenda

- The school suggests which school representatives should attend each meeting.

- The IB team leader decides which IB team members and representatives of the school should attend each meeting.

- The agenda will be drafted indicating the specific times for school representatives to attend meetings based on their availability as determined by the school. Decisions about school staff attending meetings outside normal school hours are left to the school; the IB cannot insist that the staff attend.

The agenda for the visit will normally include:

- meetings with school administration, governors/board members, programme coordinator, school pedagogical leadership team, service learning or CAS coordinator, teachers, librarians, groups of students, parents and others who are involved in the programme

- interviews that are individual and in groups, as decided by the IB team leader, and adhere to the local legal framework

- observation of classes

- tour of school facilities emphasizing the areas that support the implementation of the programme (library, science laboratories, arts studios, performance spaces, technology labs).

The agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. Sample agendas are available. The IB team leader may revise the agenda during the visit if the need arises and if the school is able to accommodate the request.

The exit meeting

At the end of the visit, the IB team will meet with school leaders and the programme coordinator to orally communicate the findings from the self-study documentation and the visit as related to the programme standards and practices.

The IB team will take this opportunity to check their facts and ensure that the report they submit to the relevant IB office accurately depicts the findings.

At this time the IB team will not provide the school with the outcome of the evaluation. The team may continue discussions among themselves after the visit, and adjustments to their report may be made. The team will then submit their report to the IB office for review. The decision regarding the final outcome is made by IB staff and not by the members of the IB team.

The report

The Head of School and coordinator will receive feedback in a written report indicating whether the school is meeting each practice. For each standard, the IB will indicate whether the school:

- shows satisfactory development

- requires additional development

- requires significant attention.

The report will provide:

- commendations on practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or show outstanding implementation

- recommendations for practices where further development is needed.

Further, the report will identify **matters to be addressed**.

Matters to be addressed are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

The Head of School is responsible for sharing the findings of the report with the school community.

Response to recommendations

If the report includes recommendations, they must be incorporated into the school's action plan. During the next evaluation, the school will be asked to submit evidence that the recommendations have been addressed. Recommendations that have not been satisfactorily acted upon will become matters to be addressed at the next programme evaluation.

Response to matters to be addressed

If the report includes matters to be addressed:

- the IB will prescribe a deadline by which the school is required to submit evidence that the matters have been addressed or that an acceptable plan has been made for them to be resolved

- the school submits evidence to satisfy the matters

- the IB evaluates the evidence. In some cases, the IB will require a follow-up visit to assess the evidence. This visit will be funded by the school.

    - if the matters are addressed to the satisfaction of the IB, the school's continued authorization is confirmed

    - if the matters are not addressed to the satisfaction of the IB, the school's authorization to teach the programme may be withdrawn. The pertinent articles from the programme-specific *Rules for IB World Schools* will apply.

Update to the action plan

Programme evaluation is one step in an ongoing cycle of school improvement. The school will likely gain new insights and may further develop or deepen a culture of reflective practice. Regular updates to the action plan support continuous improvement between evaluations.

Roles and responsibilities during programme evaluation

Each of the following has an integral part in the school's programme evaluation.

The Head of School

• provides leadership for the evaluation process

• supports the IB programme coordinator's work with staff and community members to complete the self-study process on time

• works with the coordinator and school leadership to incorporate the areas for further development into the action plan

• meets with the IB team during the course of the visit

• leads the school in responding to recommendations or matters to be addressed after receiving the final evaluation report

• leads the school in the implementation of the action plan and promotes the self-study process as part of a continuous improvement process for the IB programme(s).

The head of section and/or programme

• leads the self-study feedback process among staff in his/her section/programme

• works with the IB programme coordinator to provide time and opportunities for staff to contribute to the self-study feedback process

• meets with the IB team during the course of the visit.

The IB programme coordinator

• organizes the programme evaluation process to include determining the schedule, communicating the process and deadlines to internal and external stakeholders, organizing meetings, consolidating input to complete the self-study and collecting the supporting documents

• organizes surveys, meetings or other opportunities for school stakeholders to share their reflections on the implementation of the programme. This feedback informs the completion of the self-study and is used to identify areas in need of further development to be included in the action plan.

• serves as the point of contact for the IB

• works with the IB to plan the evaluation visit, if one is scheduled

• works with school leadership and teachers to organize the visit, where one is scheduled

• informs teachers that their classes may be observed during the evaluation visit

• meets with and is the primary point of contact for the IB team during the visit.

The teachers

- meet in groups by subject or in the case of the PYP, by grade level, to reflect upon and discuss the collaborative nature of their planning, curriculum writing, pedagogy and assessment methods over the course of the previous five years

- complete the Standard C section of the self-study

- may be observed during a visit. Lessons should be conducted as they normally are.

- meet with the IB team as part of a larger group of same subject or same grade level teachers during the visit.

The students

- provide input during the self-study. Student voice is vital to the self-study process and programme evaluation in general.

- interact in groups with the IB team in formal or informal meetings.

The governing body

- provides leadership and support to the head of school to ensure the school continues to improve upon the areas for further development as identified through the self-study process

- meets with the IB team during the visit.

Parents and community members

- offer a critical perspective on the outward-facing aspects of the school's implementation of the programme, including communication and resource development. Parents, community organizations and other external stakeholders each have a unique role in the self-study process as they are affiliated with the programme(s) but not employed by the school.

- should be included in the reflective conversations used to inform the completion of the self-study

- meet with the IB team, if there is a visit.

The role of the IB

The IB has two primary responsibilities throughout the programme evaluation process:

Communication and support

The IB will:

- inform the school of the submission date for the self-study

- convey the expectations of the programme evaluation process

- communicate the logistics and details of the evaluation process

- provide tools and materials to complete the self-study and programme evaluation

- provide technical help should the school need assistance with the forms and/or IB systems

- support the school during the self-study process.

Evaluation and feedback

The IB will:

- assign and support staff or IB educators to read the school's self-study and supporting documents

- coordinate with the school to set the evaluation visit dates for all PYP, MYP, CP and selected DP schools

- provide the school with an evaluation report

- evaluate the school's follow-up to the evaluation report within pre-established, clearly communicated timelines, when applicable.

IB evaluation teams

An IB evaluation team composed of IB staff or IB educators will review documents and in some cases, as noted above, visit the school. IB educators have been trained according to global IB policies and are members of the IB community.

Document review

IB evaluation teams will:

- read and assess the evidence submitted by a school in support of their self-study

- use the evidence to determine whether the school is implementing the practices.

Visiting the school

IB evaluation teams will:

- verify information gathered through reading the self-study and seek additional evidence for practices not addressed in the documentation

- follow IB procedures for conducting the visit

- record and gather data before and during the visit to inform the final evaluation report

- meet with members of the school community (members of the governing body, leadership team, programme coordinator, IB teachers, students and parents) and visit the school facilities and classes

- seek to understand the context of the school (for example, local/national educational system, external economic or political constraints)

- clarify requirements but not provide advice.

Information needed to complete the self-study questionnaire

This information applies to all programmes except as noted.

During the course of completing the online self-study questionnaire, schools will be required to provide the following information:

Budget

The budget shows that the school has allocated adequate funds for the implementation of the programme. While the self-study covers the previous five years, the projected budget is for the next four years. The budget starts with the year under evaluation, then projects funding for the next four years. Include IB fees, facilities, professional development and any other resources that are or will be used to implement the programme.

Programme teaching and administrative staff

Information about the teaching and leadership for the programme should be updated in the school staff section of the self-study questionnaire**.** This includes attendance at IB-recognized professional development.

Professional development

During the period under review the school must comply with the IB-recognized professional development requirements including requirements specific to each programme. Professional development requirements for teachers, heads of school or coordinators appointed during the period under review refer to staff who are new to the role or the IB programme concerned. Staff who completed a relevant IB-recognized workshop in another school meet this requirement. **Relevant** workshops are those that pertain to the programme and role of the participant. Workshops for a different programme or role do not meet the requirement.

Completion of an IB educator or leadership certificate meets the requirement for participation in a category 1 workshop.

Required for all programmes

The Head of School (or designee), if appointed during the period under review, must participate in an appropriate IB workshop or attend an IB Global Conference or IB Heads Conference. The Head of School may designate someone else to participate in the workshop if this person has decision making authority over the IB programme concerned.

IB programme coordinators appointed during the period under review must attend a category 1, 2 or 3 workshop.

Programme-specific professional development requirements can be found in the Programme-specific evidence and documentation section. The IB website lists the available professional development workshops for all programmes.

Collaborative Planning

Information regarding collaborative planning includes time scheduled for teachers to meet for vertical and horizontal planning.

School facilities that support the implementation of the programme

Describe changes that were made to the physical resources (eg, sports fields, science laboratories) to support the implementation of the programme(s) during the period under review. Improvements that are still in the process at the time of the self-study submission are included.

Action Plan

The online self-study questionnaire includes an action plan template. Schools will have ongoing access and should update the action plan at least annually.

When updating the plan, consider the following questions and actions.

- Describe the actions in detail: Who will be held accountable for each action? What is the timeline for completion? Which stakeholders need to be involved in each action? What is the budgetary implication? What is the outcome of each action?

- For MYP, identify the actions that individual partner schools need to complete.

Schools upload the following documents to IB Docs.

Supporting documents for all programmes

- **Organization chart:** shows the pedagogical leadership team (including the programme coordinator) and reporting lines

- **School brochure and literature:** material produced by the school concerning the implementation of the programme

- **Coordinator job description:** includes all responsibilities in addition to programme coordination.

Policies

Policies must be:

- aligned with IB requirements

- communicated to teachers, parents and students

- written as a community, and revised regularly.

Language policy (all programmes)

Includes:

- school language philosophy

- school language profile

- languages offered and at what levels

- support for mother tongues

- 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.

Assessment policy (all programmes)

Includes:

- philosophy of assessment that supports student learning

- description of the school's use of programme assessment criteria

- processes for standardization of assessment of students' work

- frequency of formative and summative assessment

- description of local/national/state assessment requirements

- procedures for access arrangements (MYP if participating in eAssessments, DP and CP)

- processes for recording and reporting MYP eAssessments, if applicable (MYP only)

- processes for recording and reporting DP assessments (DP only)

- processes for recording and reporting CP core assessment (CP only).

Special educational needs/Inclusive education policy (MYP/DP/CP only)

Includes:

- clearly stated references to the programme

- indication of a school-wide culture of collaboration that encourages and supports inquiry and problem-solving

- explanation of how it accords with local legislation and school policy

- description of how all IB students have meaningful and equitable access to the curriculum.

Academic honesty policy (MYP/DP/CP only)

Includes:

- clear reference to conduct in all forms of assessment related to the programme

- monitoring processes and sanctions

- clear reference to resources that support the policy (software to check plagiarism, student guides, etc).

Admissions policy or description of selection process (DP and CP only)

Includes:

- description of how enrollment in the programme is promoted and supported (CP)

- description of how enrollment in the full diploma and not only individual diploma courses is promoted and supported (DP)

- description of how students are advised regarding their options

- description of how clearly stated criteria used for admission are made available to the whole community.

Takes into consideration that: (CP)

- economic factors that may limit students' access to IB programmes

- students from groups who have been historically underrepresented do not feel disenfranchised.

Information needed to complete the self-study questionnaire

In addition to the items listed for all programmes, PYP schools must also provide the following:

Organization of teaching time

- total teaching time in hours per week/cycle

- student year/grade levels

- percentage of teaching time with classroom teacher

- percentage of teaching time with single-subject teachers (which can include specific subjects such as physical education, music or other subjects)

- other activities such as assemblies or special events.

PYP Professional development requirements

In addition to the items listed for all programmes, PYP schools must meet these minimum requirements for participation in IB-recognized professional development:

- Teachers hired during the period under review must have participated in IB category 1 ,2 or 3 workshops.

See professional development requirements common to all programmes.

Collaborative Planning

- identify types and objectives of pedagogical team leadership meetings, details of participants and frequency

- indicate the time scheduled for teachers to meet for collaborative curricular planning purposes.

Documents to upload in support of the self-study questionnaire

In addition to the items listed for all programmes, PYP schools must upload the following documents to IB Docs.

- job description of the primary school principal

- Sample class schedules (include one per year/grade level).

Curriculum

- PYP programme of inquiry

- three completed unit planners (stages 1–9) for each year/grade level

- examples of school reports to parents from three different grade levels

- a description of how the exhibition is organized and managed in the school including:

  – the structure to ensure coordination of the exhibition

  – a description of how students and mentors are briefed

  – the process for assessment

  – a description of the previous year's exhibition, indicating the type of projects involved.

Documentation to be available at the school at the time of the evaluation visit

- samples of student work that indicate the process of/progress in learning, includes teacher feedback and student reflection and self-assessment, and reflects learning within and outside of the transdisciplinary programme

- a current version of the school's programme of inquiry

- updated and newly developed planners for all transdisciplinary units of inquiry for each year/grade level, including planners for the current unit of inquiry at each year/grade level

- unit planners for each year/grade level from outside of the programme of inquiry

- subject-specific scope and sequence documents

- samples of completed report cards from each year/grade level

- any policies/essential agreements regarding the implementation of the programme the school may have adopted or developed

- four sample exhibition portfolios

Building quality curriculum

During 2017, in the transition from moderation/monitoring of assessment to building quality curriculum, schools have the following options to fulfill requirements at programme evaluation:

• Submit reports received during 2015 for legacy MYP moderation or monitoring of assessment

• Register candidates for the IB MYP certificate (through MYP eAssessment).

• Participate in the MYP Building Quality Curriculum service.

Building quality curriculum is a service to support teaching and learning in MYP schools. The service provides MYP schools with feedback on their written unit plans. Schools participating in Building quality curriculum typically submit 18 unit plans for review.

• two unit plans from each subject group taught in the programme

• two formal interdisciplinary units (from different years of the programme, incorporating different combinations of subject groups). Interdisciplinary units submitted for Building Quality Curriculum must integrate only two subject groups

• at least one unit plan from each year of the MYP taught in the programme

• units must have been taught in the school, and teachers must complete all required elements of the MYP unit planning process, including the reflection section of the MYP unit planner.

For each unit plan, schools complete and submit a self-evaluation using the rubrics in the documents *Evaluating MYP unit planners* (2016) or *Evaluating MYP interdisciplinary unit plans* (2016).

Building quality curriculum schedule

	Deadline for school to register	School can access the service	Deadline to submit unit plans and self-evaluations	School receives reports	End of clarification period
Session 1	5 Dec	5 Jan	15 Feb	15 Apr	15 May
Session 2	5 April	5 May	25 Jun	25 Aug	25 Sept
Session 3	5 Aug	5 Sept	25 Oct	5 Jan	5 Feb

Registration is through the IB Information System (IBIS) and will open two months before the deadline. For questions about how to register, please contact IB Answers at ibid@ibo.org.

Schools must ensure that they select a session that will allow the school sufficient time to analyse and incorporate feedback into the school's action plan prior to submitting the self-study. Schools may use reports from moderation, monitoring of assessment or the building quality curriculum service received up to two years before submission of the self-study.

For MYP partnerships: One submission is required for each programme, not one submission per school.

Information needed to complete the self-study questionnaire

In addition to the items listed for all programmes, MYP schools must also provide the following:

Organization of teaching time

- subject group

- subject names

- language(s) of instruction

- hours of instruction (1 hour = 60 minutes) allocated to each subject the school offers

- current number of students in each year of the programme in each subject.

MYP professional development requirements

In addition to the requirements for all programmes, MYP schools must meet these minimum requirements for participation in IB-recognized professional development:

- at all times, at least one teacher per subject group must have participated in an IB category 1 , 2 or 3 workshop.

- Following the review of a subject group, when a new guide has been published, at least one teacher in the indicated subject group must complete the relevant workshop. Development opportunities provided to update IB workshop leaders on curriculum changes also meet this requirement.

- Each school that has been authorized as part of an MYP partnership must individually comply with the IB professional development requirements.
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See Professional development requirements common to all programmes.

Budget

- For MYP partnerships: Each partner school provides individual budget information.

Collaborative planning

- examples of virtual tools showing planning around specific objectives, if applicable

- identify types and objectives of meetings that support the MYP implementation. Identify participants (for example, year 1 subject teachers, all MYP subject teachers, MYP leadership team) and frequency

- for MYP partnerships only: a description of the structures and meetings that have been implemented across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across the schools.

Action plan

- For MYP partnerships: Partner schools complete the action plan together.

Overview of Standard C: MYP

1. The teachers of each subject group must meet, and after reaching a consensus, complete for each subject group the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4. If there is only one teacher from a subject group, he or she will complete the whole of Section C for that subject group.

2. When the first step has been completed, a group formed by one representative of each subject group must meet with the programme coordinator and complete the whole of Section C, which will be submitted along with the self-study questionnaire.

3. The documents completed by the teachers, as described in 1 above, must be kept by the school because they may be requested by the IB as further evidence of the process. Schools should include the overview of the achievement of the standards, as identified by each of these groups, in the self-study questionnaire.

Documents to upload in support of the self-study questionnaire

In addition to the items listed for all programmes, MYP schools must upload the following documents to IB Docs.

Organizational chart

- for MYP partnerships: Each partner school submits its own chart, as well as an overview of the leadership of the programme across partner schools.

School brochure and literature

- for MYP partnerships: Each partner school must submit its own literature.

Schedules

- full MYP class schedules, one per MYP year, with clear identification of subjects and duration of class periods

- for MYP partnerships: Each school submits its own class schedule related to the MYP years that will be implemented in it.

Written curriculum

- Subject group overviews:
  – describe the process by which the school has aligned the subject content with the MYP objectives

  – identify the content to be taught in each year of the programme to meet the MYP objectives (approximately two pages per subject).
- Approaches to learning chart

Samples of assessed student work

- two samples for each subject group taught in the programme. Samples must represent all year levels taught in the programme.

- two samples of interdisciplinary student work representing two different year levels.

Report cards

- report card formats used by the school

- for MYP partnerships: Each partner school submits its own report card formats.

Personal project and/or community project description (years 3, 4 or 5)

- a description of how the community project or the personal project is organized and managed in the school, including:

  – the structures in place to ensure coordination of the project

  – a description of how students and supervisors are briefed

  – the process for standardization of assessment

  – the timeline for completion of the project

  – a list of the current or previous year's projects, indicating the type of projects involved.

Standardization of assessment

- description of how standardization of assessment in subjects and the community project or the personal project takes place in the school

Documentation to be available at the school at the time of the evaluation visit

- **Assessed student work:** Further samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (two samples per subject). For the arts, the samples should be accompanied by the process journal.

- **Further unit plans:** Further samples of unit plans for each subject from different year levels (three samples per subject) and one interdisciplinary unit from each year level.

- **Student reflections on service:** Samples of student reflection on service involvement (four samples that include different years of the programme). Where possible, alignment with the MYP learning outcomes for service is shown.

- **Personal projects/community projects:** Four samples of personal projects and/or community projects.

Information needed to complete the self-study questionnaire

In addition to the items listed for all programmes, DP schools must also provide the following:

Organization of teaching time

Update the courses offered at the school since authorization or the last evaluation and organization of the teaching time for the period under review.

- subject names and levels

- language(s) of instruction

- hours of instruction for each subject and level (standard or higher) the school offers, including TOK

- number of students in each year of the programme in each subject and level

- subjects completed in one year for each year of the programme

DP professional development requirements

In addition to the requirements for all programmes, DP schools must meet these minimum requirements for participation in IB-recognized professional development:

- Diploma Programme teachers, theory of knowledge (TOK) teachers, and the creativity, activity, service (CAS) coordinator appointed during the period under review must participate in an IB category 1, 2 or 3 workshop related to their subject or role

- at least one Diploma Programme subject teacher per subject, one TOK teacher and the CAS coordinator must participate in a relevant IB workshop if the subject or course has been reviewed during the period under review and a new guide has been published. Development opportunities provided to update IB workshop leaders on curriculum changes also meet this requirement.

See professional development requirements common to all programmes.

Overview of Standard C: DP

1. The teachers of each subject group must meet, and after reaching a consensus, complete for each subject group, the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4. If there is only one teacher from a subject group, he or she will complete the whole of Section C for that subject group.

2. Teachers responsible for TOK and CAS follow the same procedure described in 1 above.

3.   When the first two steps have been completed, a group formed by one representative of each subject group, one representative from TOK and one from CAS must meet with the programme coordinator and complete the whole of Section C, which will be submitted as part of the self-study questionnaire.

4.   The documents completed by the teachers, as described in 1 above, must be kept by the school because they may be requested by the IB as further evidence of the process. Schools should include the overview of the achievement of the standards, as identified by each of these groups, in the self-study questionnaire.

Documents to upload in support of the self-study questionnaire

In addition to the items listed for all programmes, DP schools must upload the following documents to IB Docs.

Self-study process

A description of the self-study process, including:

*   timeline

*   means used to gather feedback from the different stakeholders

*   meeting schedule for the self-study.

Schedules and calendars

*   Sample of a student schedule for year 1 and year 2 of the Diploma Programme. If the school offers different combinations of subjects, include more samples of student schedules showing those options. Identify the Diploma Programme subjects with their IB name and include other subjects that the student will take to fulfil other requirements, if applicable.

*   Calendar of school deadlines for student submission of internal and external assessment components. This calendar is for internal use by teachers and students and will reflect earlier dates than the IB submission deadlines.

Supervision of DP Core

Extended essay

*   a description of the supervision of extended essays that includes:

    –   timelines

    –   how mandatory reflections sessions will be supervised

    –   how students choose their extended essay supervisors

    –   how many students each supervisor is normally responsible for.

Creativity, Activity, Service (CAS)

Schools must submit:

*   CAS handbook

*   three samples of CAS experiences undertaken by students that demonstrate:

    –   how all learning outcomes are met
    –   student engagement in each of the three strands

- how CAS experiences are initiated by students

- how global issues are addressed

- the integration of one or more CAS strands in at least one project.

Student samples may be selected from throughout the five-year review period.

List of optional supporting documents relating to approaches to teaching and learning

The following are suggested **optional** supporting documentation schools may submit. Schools are **not required** to submit any of these documents, and may devise additional documents as evidence of the implementation of approaches to teaching and learning.

- an approaches to learning planning chart indicating how each subject group will address various approaches to learning skill categories in each year of the DP

- curriculum mapping resources

- unit planners (three different templates are available on the programme resource centre)

- agendas and outcomes of relevant faculty meetings and in-school professional development regarding approaches to teaching and learning

- examples of formative assessment of approaches to learning skills and adjusted teaching (formative assessments, adjusted lesson plans/narratives)

- other additional evidence of the implementation of approaches to teaching and learning

Schools offering both the CP and DP complete the evaluation process for both programmes collaboratively. Requirements for both programmes must be addressed.

Information needed to complete the self-study questionnaire

In addition to the items listed for all programmes, CP schools must also provide the following:

Organization of teaching time

- hours of instruction for the personal and professional skills course

Collaborative planning

- meeting schedules for collaborative meetings that include staff involved in the implementation of the DP and CP. These schedules should show collaboration both within the DP and CP and between the two programmes. They should include dates, participants by role, topics covered and minutes, if taken.

CP professional development requirements

In addition to the requirements for all programmes, CP schools must meet these minimum requirements for participation in IB-recognized professional development:

- personal and professional skills teachers appointed during the period under review must participate in a relevant IB workshop

- CP coordinators appointed during the period under review must participate in an IB category 1 or 2 workshop

- at least one teacher, coordinator or the Head of School must participate in a service learning workshop. (Required from January 2018)

See professional development requirements common to all programmes.

Overview of Standard C: DP and CP

DP and CP coordinators should work together to complete this section for both programmes.

1. Each of the following groups must meet, and after reaching a consensus, complete the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4. If there is only one teacher from a subject group or area, he/she will complete the whole of Section C for that subject group.

    a. Teachers of each DP subject group
    b. Teachers responsible for TOK, CAS, language development, personal and professional skills, service learning, and the reflective project meet in groups for each of these areas.

2. When the first step has been completed, a group formed by one representative from each of the following groups must meet with the DP and CP coordinator(s) to complete the whole of Section C.

    a. One from each DP subject group

b. One each from TOK, CAS, language development, personal and professional skills, service learning, and the reflective project.

Documents to upload in support of the self-study questionnaire

In addition to the items listed for all programmes, CP schools must upload the following documents to IB Docs.

Organization

- school organization chart showing the DP and CP pedagogical leadership team(s) (including the DP and CP coordinators) and reporting lines

School brochure and literature

- school brochure and/or promotional literature produced by the school concerning the implementation of the Career-related Programme (if this is a separate document from the Diploma Programme literature)

Organization of teaching time

- subject names and levels

- language(s) of instruction

- hours of instruction for personal and professional skills

- current number of students in each year of the programme

Schedules and calendars

- sample(s) of a student schedule for year 1 and year 2 of the Career-related Programme. This should include one schedule for each career-related study the school offers. Identify the Diploma Programme subjects with their IB name and include other subjects that the student will take to fulfil other requirements, if applicable.

- calendar of school deadlines for student submission of internal and external assessment components.

Supervision of CP core

- Career-related study (CRS) outline form for each career-related course of study the school offers

- Personal and professional skills (PPS) course outline

- language development outline

- description of the supervision process for the reflective project that includes
  - timelines
  - how students choose their reflective project supervisor
  - how many students each supervisor is normally responsible for.

- service learning programme (e.g., programme outlines, the handbook, a list of activities undertaken, etc.)

Student samples

Submit evidence of the following for **three students**:

- language portfolios

- assignments from the personal and professional skills course

- student service learning reflections

- if the school makes connections between a student's career-related study and one or more elements of the CP core, submit evidence of and/or explain how these connections are made. Evidence may include audio/video interviews with students to discuss that connection.

Samples of student work may be selected from throughout the five-year review period.

Resources

Academic honesty policy

Academic honesty (this document includes the policy guidelines)

Academic honesty in the IB educational context

Career-related Programme: From principles into practice—"Academic honesty policy" chapter

Diploma Programme: From principles into practice—"Academic honesty" chapter

Admissions policy

Career-related Programme: From principles into practice (For use from September 2016/January 2017)

Diploma Programme: From principles into practice (For use from August 2015)

Assessment policy

Career-related Programme: From principles into practice—"Assessment policy" chapter

Diploma Programme: From principles into practice—"Developing an assessment policy" section in the "Implementation policies" chapter

Guidelines for developing a school assessment policy in the Diploma Programme

Making the PYP happen: A curriculum framework for international primary education—"A school's assessment policy" chapter

Language policy

Career-related Programme: From principles into practice—"Language policy" and "Language development" chapters

Diploma Programme: From principles into practice—"Language options and language support" section in the "Language learning" chapter

Guidelines for developing a school language policy

Guidelines for school self-reflection on its language policy

Language and learning in IB programmes

Learning in a language other than mother tongue in IB programmes

Special educational needs/inclusive education policy

Candidates with assessment access requirements

Career-related Programme: From principles into practice—"Inclusion policy" chapter

Diploma Programme: From principles into practice—"Developing an inclusion/special educational needs policy" section in the "Implementation policies" chapter

Learning diversity and inclusion in IB programmes

The IB guide to inclusive education: a resource for whole school development

Effective citing and referencing

Programme standards and practices (For use from 1 January 2014)

Synchronized visits manual

PYP resources

Exhibition guidelines

General regulations: Primary Years Programme

Guide to school authorization: Primary Years Programme

How to use the PYP planner

Making the PYP happen: Pedagogical leadership in a PYP school

PYP planner template

Rules for IB World Schools: Primary Years Programme

The Primary Years Programme: A basis for practice

MYP resources

Evaluating MYP unit plans

Evaluating MYP interdisciplinary unit plans

General regulations: Middle Years Programme (First assessment 2016)

Guide to school authorization: Middle Years Programme

MYP: From principles into practice (For use from September 2014/January 2015)

MYP unit planner (For use from September 2014/January 2015)

Rules for IB World Schools: Middle Years Programme

DP resources

Creativity, activity, service guide (For students graduating in 2017 and after)

Diploma programme *Assessment procedures*

Extended essay guide (First examinations 2018)

Diploma Programme: From principles into practice (For use from August 2015)

General regulations: Diploma Programme

Guide to school authorization: Diploma Programme

Rules for IB World Schools: Diploma Programme

CP resources

Career-related programme *Assessment procedures*

Career-related programme: From principles into practice

Guide to school authorization: Career-related Programme

General regulations: Career-related Programme

Language development guide (For use from August 2016)

Overview of the Career-related Programme (For use from August 2016)

Personal and professional skills guide (For use from August 2016)

Reflective project guide (For use from August 2016)

Rules for IB World Schools: Career-related Programme

Service learning guide (For use from August 2016)