



INTERNATIONAL BACCALAUREATE ORGANIZATION

Middle Years Programme
Guide to Programme Evaluation

December 2002

*Middle Years Programme
Guide to Programme Evaluation*

*First published December 1999
Second edition December 2002*

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Introduction

Programme evaluation in the Middle Years Programme (MYP) is both a requirement and an essential service provided by the International Baccalaureate Organization (IBO) to its authorized schools. Its main purposes are:

- to assess the delivery of the programme in each school
- to assist the school in developing and maintaining a dynamic programme which reflects the aims and objectives of the MYP.

Programme evaluation involves several important steps, including a mandatory on-site visit. The IBO recognizes that the MYP is not a static system. It is essentially evolutionary, requiring adjustment and development in the light of experience. As schools implement and develop their own programme within the MYP's flexible framework, basic philosophy and principles, they must adapt their approach according to their varying environments and sociocultural backgrounds. The IBO supports schools in all stages of development of the MYP by providing documentation, information seminars, teacher training and professional development events, and organizing visits by experienced staff and nominated practitioners.

The IBO has three categories of visits to schools involved in the MYP. All are organized by the regional offices of the IBO. Schools should contact their regional office for more information regarding the processes and fees involved in these visits.

- The **authorization** visit is a required part of a school's application to participate in the MYP. Its purpose is to enable an IBO visiting team to gather information about the school's commitment and readiness to offer the programme, and to allow the team to determine whether the school has prepared appropriately for the full implementation of the MYP. Information relating to the process of authorization is published under separate cover and may be obtained from the regional offices.
- A **consultation visit** may be requested by authorized schools during the delivery of the programme. The visit is optional and will take place by invitation of the school, which is required to pay the travel, accommodation and subsistence costs of the authorized consultants. It may be part of **internal evaluative studies** taking place during the implementation of the programme, or part of the **self-study** which precedes the actual programme evaluation visit. Requests for consultation visits should be made to the appropriate regional office, specifying the nature of the consultation required.
- The **programme evaluation** visit is mandatory for all authorized MYP schools. It ensures the quality of programmes in authorized schools, while offering feedback to each school. The programme evaluation visit aims to be diagnostic and benevolently critical, supporting the school's self-evaluation processes, informing the school's curriculum development activities, and assisting effective management and allocation of resources.

The programme evaluation visit occurs at regular five-year intervals. It follows an important process of **self-study**, which involves the whole school in its own appraisal of its delivery of the MYP over the full course of the programme.

For schools authorized **before 1 August 2002**, the first programme evaluation visit will take place **three** years after the date of full authorization to teach the programme.

For schools authorized **after 1 August 2002**, the first programme evaluation visit will take place **four** years after the date of full authorization to teach the programme.

The programme evaluation visit is organized by the IBO's regional offices. Each school will receive the necessary documentation from its regional office, which will provide help and guidance in preparing for the visit. (Further information can be found in the relevant section of this guide.)

Programme evaluation does not seek to appraise or assess individual teachers or students. It is most likely to be successful in achieving its aims if a multiplicity of audiences can be included (for example, teachers, administrators, students, parents, governors).

Programme evaluators are MYP practitioners selected by the IBO for their proven experience as teachers or administrators of the programme, or IBO staff members with particular responsibility for the MYP.

Programme Standards

The MYP committee has established programme standards that will be part of the programme evaluation process from January 2003 onwards. All authorized schools are expected to work towards achieving these standards as they fully implement and develop the MYP. The programme standards are listed below, following the structure of the *MYP Programme Evaluation Self-study Questionnaire* in which they are incorporated. Commendations, recommendations and matters to be addressed are based on the school's achievement according to these standards.

Section A: MYP Philosophy and Principles

Standard A1

There is close alignment between the educational beliefs and values of the school and the fundamental principles of the MYP.

Standard A2

The fundamental concepts, principles and practices of the MYP are appropriately communicated to all relevant constituencies within the school.

Section B: MYP Organization

Standard B1

The school provides ongoing support to the programme through staffing, administrative structures and other resourcing.

Standard B2

The school's structures and curriculum management practices ensure the development of the central role of the areas of interaction in teaching and learning.

Standard B3

The school provides opportunities and a structure enabling students to act and reflect on their actions, contributing to the well-being of themselves, the community and the environment.

Section C: Curriculum and Assessment

Standard C1

The school provides structured learning at every year level in every subject group of the MYP curriculum model according to the requirements and objectives stated in the subject group guides.

Standard C2

The school has implemented a system through which teachers are able to plan and reflect in subject-specific and cross-curricular teams.

Standard C3

Teachers select and use a range of teaching and learning strategies appropriate to the objectives of the programme.

Standard C4

The school's policies and practices with regard to assessment, recording and reporting correspond to the principles of MYP criterion-based assessment.

Section D: Personal Project

Standard D

The school has developed structures and practices that support the completion of the personal project by all MYP students in the last year of the programme according to the objectives and requirements stated in the *Personal Project* guide.

Guiding Principles

The following principles are observed by IB programme evaluators when they examine the results of the school's self-study and supporting documentation, carry out the programme evaluation visit and write the subsequent report.

- The central purpose of the programme evaluation process and the subsequent report is to identify the strengths and weaknesses of the school's implementation of the MYP and to define what actions might be necessary. The evaluators aim to obtain a clear overview of how the school's programme compares with the standards that reflect the principles of the MYP and its required curriculum framework.
- The report will be evaluative, and will not attempt to prescribe, unless it is necessary to do so because the school's programme does not meet the criteria of the IBO. In such cases, the matters to be addressed by the school in the specified time will be directly related to the standards for which the school's implementation of the MYP requires significant attention.
- The report will be designed to assist management decisions within the school concerning resource allocation and use.
- The conclusion and summary of the report will communicate clearly, and be consistent with, the statements and judgments contained within the main body of the report.
- No individual will be named at any stage of the programme evaluation process unless it is to highlight a specific example of good practice by a teacher or student. The performance of the teachers, either as individuals or as a group, will not be assessed or appraised in any way.
- Individual students will not be assessed. The subject-by-subject assessment carried out by the teachers will not be altered.
- The written programme evaluation report will be entirely consistent with any oral report that may have been given beforehand to the principal or other members of staff at the school. The accuracy of factual statements used in the report will be checked beforehand with the school. The issues addressed will be drawn directly from the evidence of the self-study questionnaire and the programme evaluation visit, and will not reflect any predilections of the programme evaluator(s) about particular styles or approaches.

The Process

Programme evaluation for MYP schools normally occurs four years after official authorization to offer the programme (three years for schools authorized before 1 August 2002), and every five years thereafter. Programme evaluation is organized by the appropriate regional office of the IBO, which contacts the school at least 12 months before the programme evaluation visit is due, engages in a dialogue with the school regarding dates and specific arrangements for the visit, and provides guidance throughout the process.

1. The school receives the *MYP Guide to Programme Evaluation* and *MYP Programme Evaluation Self-study Questionnaire* from the regional office. The self-study questionnaire is available in electronic format to enable schools to complete it electronically. This guide includes a list of supporting documentation to be submitted at the same time as the completed questionnaire.
2. The school embarks on a process of self-study, to which all constituencies involved in the organization and the delivery of the MYP should contribute (board members, administration, teaching and non-teaching staff, students, parents). This process is guided by the detailed self-study questionnaire and involves looking at all aspects of school life affected by the implementation of the programme and indicates the school's perceived strengths and weaknesses in terms of the MYP standards in these areas.
3. As the school engages in the process of self-study, the IBO designates a team of evaluators (which has a minimum of two members, or more in the case of very large schools or partner schools).
4. The regional office contacts the school about the planned dates for the programme evaluation visit, and asks the school for a proposed agenda. The school is expected to plan this agenda according to the directions provided in this guide and the school's special circumstances (for example, the size of the school, the duration of the visit, organization of the MYP). Following receipt of the school's proposed agenda, at least two months before the visit, the regional office will confirm the agenda or request modifications.
5. The school is provided with the names of the evaluators about three months before the visit, and is asked to organize single room accommodation for each team member for the duration of the visit.
6. Schools that have not requested IBO-validated grades for their students in the final year of the programme, thereby submitting to the process of moderation of assessment, are required to apply for monitoring of assessment in **at least one subject for each subject group and the personal project** within the **two years prior to the visit**. This involves sending IBCA samples of student work showing a range of achievement in the **final year** of the programme.

Schools undergoing their first programme evaluation visit may not have reached the final year of the programme as they conduct their self-study and prepare for the visit. Details regarding monitoring of assessment in this very first programme evaluation visit need to be discussed with the regional office, which will provide appropriate guidance. In this case the process may involve submitting samples from year 4 of the programme.

Guidelines regarding monitoring of assessment are provided in the *MYP Coordinator's Handbook*. No samples should reach IBCA later than three months before the programme evaluation visit.

7. As directed by the regional office, the school forwards the completed self-study questionnaire and all supporting documentation at least two months before the visit. Schools are encouraged to send the completed self-study questionnaire and supporting documentation to the regional office electronically.

The visit normally lasts between two and two and a half days; visits to partner schools may take longer.

8. The report completed by the programme evaluation team is sent to the regional office. The central purpose of the evaluation report is to identify, as a basis for further development, the strengths and weaknesses of the school's MYP in terms of the programme standards, and to make appropriate commendations and recommendations. The report follows the same structure as the self-study questionnaire, and includes observations and perceptions, commendations, recommendations and matters to be addressed.

9. The regional director sends the school an official letter with the report stating any matters to be addressed. The school is required to respond to these matters within the time specified by the regional office. Where relevant, further action and visits may be needed. Schools can request additional guidance and/or consultation visits at any time.

The head of school is obliged to make the contents of the report known within the school.

The Self-study

In many ways the self-study can be considered the most crucial part of the whole process of programme evaluation. It is supported by the IBO document *MYP Programme Evaluation Self-study Questionnaire* which accompanies this guide. It involves careful consideration of all aspects of the delivery of the MYP and discussions with all key constituents in the school or partnership of schools. It should be carefully planned over several months and involve groups of people for discussion of all sections of the questionnaire. Experience has shown that schools have found this internal self-assessment of the delivery of the MYP to be the source of new dynamism and momentum within the school, as well as an opportunity to pause and reflect honestly on both the positive and negative aspects of the school's programme. It has also proved to be a renewed chance for improved communication within the school.

1. When the head of school and MYP coordinator receive the programme evaluation documentation from the regional office of the IBO, a timetable should be established whereby the self-study will be completed well ahead of the deadline for submission of the questionnaire and supporting documentation to the IBO.
2. The aims of the self-study within the process of programme evaluation cannot be achieved if the questionnaire is considered by the head of school and/or the MYP coordinator alone. Different groups of people (including administrative, teaching and non-teaching staff, as well as parents and students) should have a voice in the self-study, as well as relevant roles in contributing to the comments at the end of each section.
3. It is very important to reserve significant formal meeting time to carry out this self-evaluative process. Such time must be planned in advance to allow the process to proceed in an effective, meaningful way.
4. The self-study should draw on existing school documentation and reflect actual practice in the school. A list of supporting documentation to be submitted at the same time as the completed questionnaire is supplied in the next section of this guide.
5. The head of school is asked to complete the final "School's Statement of Conclusions" at the end of the questionnaire. This statement should present an honest, broad view of the reality of the school's situation rather than the views of any minority groups within the school community.
6. The team of evaluators will examine the completed self-study questionnaire and supporting documentation before the visit takes place. Comments and conclusions drawn from the self-study will guide them in their discussions at the school and in writing the report.

Supporting Documentation

Please send the prescribed number of copies of the following documents (as directed by the regional office).

School Presentation

1. Diagram of the management, teaching and administrative structures of the school.
2. Composition of the governing body of the school.
3. Plan of the school and general description of facilities.

MYP Philosophy and Principles

1. Up-to-date school brochures and/or prospectus submitted to parents, with clear reference to the place of the MYP within the school.
2. Statement of the current educational philosophy or mission statement of the school.

MYP Organization

1. Job description of the MYP coordinator.
2. List of teachers, indicating subjects taught, and past attendance at MYP training, where relevant.
3. Summary document providing an overview of the implementation of each area of interaction over the whole programme, with reference to subject groups and specific projects.
4. Summary of curriculum organization showing the total time allocation per subject group for each year of the MYP, as well as any term/semester courses.
5. Information about school services such as counselling, support for special educational needs or language support.
6. Review of resources used in the school and in the local and wider community to support the implementation of the MYP:
 - size and use of the library in the implementation of the programme
 - books, periodicals and reference materials in the language of instruction
 - books, periodicals and references in other languages
 - online and other computer services
 - support for teachers and students in the use of library/media centre resources.

Curriculum and Assessment

1. Calendar of the school year.
2. Daily or weekly schedule/timetable of classes.
3. Documents used to inform parents or the community about the curriculum.
4. Statements describing policies about placement of students in instructional groups and promotion.
5. Statement of policy regarding MYP assessment and reporting.
6. Samples of report cards, showing assessment against MYP objectives and assessment criteria.
7. Course outline for each subject group, clearly identifying how the framework for the group is addressed for all MYP students, and the criteria used in assessment.
8. For each subject group, examples of units of work or projects, showing links to the areas of interaction.
9. *For schools **not** requesting moderation of assessment and validation of grades by the IBO*
Samples of assessed student work in **at least one subject for each subject group**, organized according to the guidelines provided in the *MYP Coordinator's Handbook*, should have been submitted to IBCA within the last two years, and **at least three months** before the visit.

Personal Project

1. Copy of guidelines given to students about the completion of the personal project.
2. List of current or previous year's personal projects, indicating the type of projects involved.
3. *For schools **not** requesting moderation of assessment and validation of grades by the IBO*
Samples of assessed personal projects, organized according to the guidelines provided in the *MYP Coordinator's Handbook*, should have been submitted to IBCA within the last two years, and **at least three months** before the visit.

The Programme Evaluation Visit

The visit by IBO-appointed evaluators is a mandatory part of programme evaluation, and is organized by the regional offices of the IBO. It takes place at a mutually agreed time, and lasts at least two days. Visits to very large schools or partner schools may take longer.

The team of evaluators will be nominated by the IBO and may include full-time members of IBO staff. The team will normally include at least one MYP school practitioner identified and trained by the IBO. The *MYP Coordinator's Handbook* (section H) contains information regarding the programme evaluation fee. For further information regarding costs related to travel, accommodation and subsistence for the evaluators, please contact your regional office.

The school will be asked to submit a draft agenda to the regional office at the same time as the completed questionnaire. The final agenda for the programme evaluation visit will be arranged by mutual agreement between the IBO, the evaluators and the school. In constructing the agenda, consideration will be given to the completed self-study questionnaire returned by the school in advance of the programme evaluation visit. Items for inclusion in the agenda will allow the evaluators to gather sufficient information to write their report. The details of the agenda will then be confirmed with the school before the visit.

The focus of the visit will be group interviews with those in the school responsible for developing and implementing the programme, and with students participating in the programme. Parents and governors may also be interviewed. It may be useful to start the visit with interviews with the head of school and MYP coordinator, in order to confirm last-minute arrangements and obtain an overview of the self-study process in the school.

Evaluators may also wish to make impromptu visits to some lessons as part of the programme evaluation process. These visits will be kept short, and will allow spontaneous exchanges with students. The agenda should also include a visit of the school facilities and allow the team to review examples of student work, process journals, projects, and displays that are impossible to copy and mail in advance. A workroom should be set aside for the team for the duration of the visit.

The Programme Evaluation Visit Agenda

The following list should be used as guidance for drawing up the agenda for the programme evaluation visit.

1. Formal interviews with the head, principal, MYP coordinator, governors, school board representatives, parents, others.
2. Formal interviews with teachers in each subject group.
3. Dialogue with:
 - subject-area and/or grade-level leaders
 - students
 - parents
 - administrators
 - library/media centre staff
 - non-teaching professional staff.
4. Visits to school facilities:
 - library/media centre
 - laboratories
 - sports hall, gymnasium, swimming pool, etc
 - art rooms
 - language rooms
 - theatre.
5. Observation of lessons.
6. Dialogue relating to personal projects with:
 - supervisors
 - students
 - MYP coordinator.
7. Dialogue relating to areas of interaction with:
 - subject-area leaders
 - community and service coordinator
 - MYP coordinator
 - others.
8. Opportunities to see displays, presentations, student work and to talk to those involved.
9. Verbal report to the school about the team's initial impressions, commendations and recommendations.

The Programme Evaluation Report

The programme evaluation report will be written by a nominated member of the programme evaluation team, within four weeks of the programme evaluation visit. A copy of the draft report will be sent first to the team members, and then forwarded to the appropriate IBO regional office.

Evaluators are given guidelines on writing reports using clearly defined criteria. The report will follow the structure of the self-study questionnaire, and will deal with the evaluators' findings and perceptions in each area of the school's delivery of the MYP, based on the completed questionnaire, the supporting documentation and the visit itself. The report will indicate the standards for which the school shows satisfactory development and which standards require significant attention. The following structure will be used in the report.

Visiting team

Introduction

Standards

- **Section A: MYP philosophy and principles**
- **Section B: MYP organization**
- **Section C: Curriculum and assessment**
- **Section D: Personal project**

Concluding remarks

Summary of matters to be addressed

The programme evaluation report will be based on the school's own answers to the questionnaire. However, the evaluators will be asked to make good any perceived inaccuracies or omissions. Each section of the report will include observations and perceptions as well as related commendations, recommendations and any matters to be addressed, as appropriate.

The programme evaluation report represents the outcome of an important process for the school and the IBO's evaluating team. It must therefore provide sufficient detail and advice to be used by the school in the further development of its programme over the next five years. The head of school is obliged to make the contents of the report known within the school.

Subsequent Procedures

- The programme evaluation report will specify a date by which the school is expected to send the regional office a response to recommendations and a progress report on any matters to be addressed.
- Where considered necessary and indicated in the programme evaluation report, a return visit by one or more representatives of the regional office may be scheduled in the months following the production of the school's progress report.

Summary of Programme Evaluation Procedures

	ACTION	TIME
1. Regional office	Notify the school of the forthcoming visit	At least 12 months before the programme evaluation visit
2. Regional office	Send the self-study questionnaire to the school	12 months before the programme evaluation visit
3. School	Submit samples for monitoring of assessment or moderation	Within 2 years and no later than 3 months before the visit
4. Regional office	Submit the names of the evaluators to the school	3 months before the visit
5. School	Return the self-study questionnaire and supporting documentation to the regional office	2 months before the visit, or as indicated by the regional office
	Propose a draft agenda for the visit	2 months before the visit
	Finalize the agenda	1 month before the visit
6. <i>Liaison between the regional office and the school</i>	PROGRAMME EVALUATION VISIT	
7. IB evaluators	Send the report to the regional office	1 month after the visit
8. Regional director	Send the final report to the school, with matters to be addressed if relevant	2 months after the visit
9. School	Send a progress report to the regional office on the matters to be addressed if relevant	As specified in the programme evaluation report