I. Welcome and Introductions

II. Central Idea and Lines of Inquiry
   A. Central Idea - Evaluating our standards and practices gives our work focus and direction.
   B. Lines of Inquiry
      1. What is authorization/evaluation? (Form)
      2. How does authorization/evaluation work? (Function)
      3. How can we connect our authorization/evaluation with what we are already doing in our schools? (Connection)
      4. Whose points of view need to be taken into consideration for authorization/evaluation? (Perspectives)
      5. How do we know if what we are doing is working? (Reflection)
      6. What should our authorization/evaluation look like? (Form)

III. Questions (from attendees emails prior to meeting)
   A. How can we involve all stakeholders (staff, parents, students) in the process?
   B. What are the paperwork requirements?
   C. What should we expect from the IB evaluation team?
   D. What should a sample agenda look like?
   E. How should the year prior to the site visit be structured?
   F. How should information be presented to the IB team?
   G. What should we do to address recommendations or matters to be addressed?
   H. What does the timeline look like?

IV. Review the templates for a self study document, an evaluation report, and an action plan

V. Four Corners
      1. Corner 1 - Brand new to PYP
      2. Corner 2 - Been through an authorization/evaluation and have a good amount of experience
      3. Corner 3 - Been through an authorization/evaluation but have minimal firsthand experience
      4. Corner 4 - Have not been through an evaluation/authorization but have good PYP experience

VI. Question generation
   A. Within your group, look at the questions and create a list of any additional questions that you want to discuss. Write on chart paper.

VII. Answer questions
   A. Discuss your questions. Write answers to the questions.
   B. Rotate - After 10-15 minutes, questions will rotate to the next group until all groups have a chance to answer/see all questions.
   C. Whole group discussion - Discuss questions and answers and any take aways

VIII. Break into the following groups:
      1. Coordinators
      2. Administrators
      3. Teachers

        B. Within your group, discuss anything about the authorization/evaluation process sharing any additional thoughts/ideas.

        C. Look at and discuss the self study, reports, and action plan

IX.   Meet as your school group and discuss plans for moving forward

X.   Whole group discussion, thoughts, odds and ends

XI.   Lunch/networking

Questions/Answers - November 10, 2016

These are questions that were posed by the group for the PYP networking meeting on Authorization/Evaluation and the answers generated.

1. How should information be presented to the IB team?
   a. Binder of evidence
      i. Student work samples, schedules
      ii. File folder for each standard (evidence)
   b. Teachers must be able to speak to the standards and practices
   c. Videos
   d. Visual Evidence in all areas of school (authentic, student generated, not just "wallpaper")
   e. Hall displays
   f. In the moment with the students

2. What does support for teachers/each other look like in this process?
   a. Provide time for planning
   b. Funding for IB training
      i. Subs
      ii. Cost of IB PD
      iii. Supplies, storage of student work (portfolios)
   c. Collaboration among/between staff/specialists
   d. Extra guidance for staff new to PYP
   e. Positive messaging about IB from Admin to Staff
   f. Celebrate the good work and effort

3. How do we make meaning of the standards in practical language?
   a. Staff decides what each standard means and looks like at the school
      i. Establish criteria for this
   b. Match teacher performance standards with IB standards
   c. 5 minute IB PD (Vimeo, etc.)
   d. Scavenger hunt of standards (physical or technical)

4. How can we structure the evaluation process within the school?
   a. Involve entire staff
   b. Mixed self-study groups
   c. Begin one year in advance
   d. Process for informing parents about PYP

5. What do teachers have to do during self-study process?
   a. Dissect the standards
   b. Self-reflect (teachers use self-reflected rubric)

c. Gather artifacts
d. Work collaboratively across disciplines
e. Document everything
f. Practice responding to questions about IB and the process (teachers and students)
   i. Students need to be able to speak about their own learning
g. Improve planners throughout year for instance more elaborate reflection, descriptive learning engagements, resources used, student action evidence, focus on approaches to learning
h. Maintain student portfolios with students
i. Read scope and sequence documents from IB
j. Create outside units of inquiry

6. What should we expect from the evaluation team?
   a. Thorough evaluation - ask lots of questions
   b. Want to see how your day goes, i.e. No departmentalization, transdisciplinary learning vs. math time, SS time, etc.
   c. Will visit classrooms, talk with teachers, visit with admin, coordinator, parents, and students
   d. Unstructured time to walk around
   e. Will try to support things you're trying to do… May ask "What are you not getting?"
   f. Positive Pressure on district to support better implementation
   g. Meetings with each team with admin or coordinator present
   h. Will not get advice/support of how to move on with the program, they will just observe and report
   i. Will probably change your agenda (send to them ahead of time)

7. What self-study doc do we use?
   a. Self Study Questionnaire and Guide to Program Evaluation
   b. Standards and Practices
   c. Coordinator created tools
   d. Mission Statement
   e. Whatever IB sends you
      i. It recently changed in January 2016
8. How can we involve all stakeholders?
   a. IB showcase for parents to see students summative projects before school and students and staff see projects in the afternoon (this is not specific to auth/eval)
   b. Staff meeting - several
   c. Policies and practices split up among staff to find evidence to support policies and practice
      i. Create workgroups to focus on particular standards
   d. Students wear badges (with learner profile) and must be able to explain why they are wearing that learner profile.

e. All staff highly encouraged to mentor during exhibition. (All the time, not just during evaluation).
f. Open invitation for all parents to opt-in to evaluation team meeting, not just PTA.
g. Parent and student surveys
h. Staff surveys of standards and practices

9. What does the timeline look like?
   a. Self-study - one year is suggested
   b. Start prepping staff year before formal self-study
   c. Matters to be addressed can take place at 6 month or 1 year intervals

10. What should a sample agenda look like?
    a. Tour
    b. Meet with everyone in school community
       i. Start with leadership and central office
    c. Visiting classrooms
    d. Conversations with students (coordinator can be present). Get permission slips.
    e. Includes undisturbed work time for evaluation team
    f. Lunch time w/ and w/out admin/coordinator/central office
    g. Parent meetings
    h. Examine student portfolios, resources in building
    i. Exit interview/meeting
       i. Discussion of observations
    j. Interviews with grade level teams and specialists, coordinator, leadership team, etc.
    k. Transportation logistics
    l. Map, school schedule
    m. Private space for evaluation team to meet
    n. Include wifi access

11. What is the role of the administrator during self-study for evaluation.
    a. Support coordinator
    b. Give teachers planning time/stipends?
    c. Encourage staff on IB journey
    d. Model the philosophy
    e. Attend IB meetings (IBMA)
    f. Be accountable for IB philosophy, standards and practices
    g. Hold staff accountable for standards and practices
    h. Filter - interpret district initiatives through the lens of IB
    i. Use weekly updates (communication tools)

12. What are the paperwork requirements?
    a. Staff list, education credentials, IB training
    b. Both paper and electronic
    c. Evidence for every standard and practice
    d. Policies - evidence of review/revision

e. Units of inquiry
f. Action plan (This is a big deal)
g. Schedules by grade level
h. Promotional literature, school brochure
i. School organizational chart
j. Description of self-study
k. Description of exhibition
l. POI
m. Examples of school reports to parents
n. Student work
o. Report cards
p. Portfolios and other evidence
q. Subject scope and sequence documents (was told these are not necessary if we have standards)
r. Budget
s. Description of head of school and PYP Coordinator
t. Amount of time PYP coordinator spends on job

13. How should the year prior to the site visit be structured?
    a. Committees - stakeholders
    b. Essential agreements - staff
    c. Standards and practices focus
    d. Surveys of parents, students, staff
    e. Evaluate how school is doing on standards and practices
    f. Identify priorities based on standards and practices
    g. Ask what staff needs, especially with Cultural arts/specialists
    h. Revisit POI for alignment
    i. Review and add to action plan
    j. Reflection (structured around site visit)
    k. Celebrating current successes and practices
    l. Cleaning up documents (planners)
    m. Methodical (Don't cram)
    n. Regular pd based on action plan
    o. Systematic walkthroughs with communicated, targeted objectives for regular feedback

14. What should we do to address recommendations for matters to be addressed?
    a. Prioritize - essential agreements (note deadlines)
    b. Involve everyone (buy in)
    c. Staff chooses what practices/policies they can support
    d. Share with staff the recommendations and Matters to be addressed
    e. Set goals which allow you to update the action plan
    f. Train central office staff in IB
    g. Re-examine philosophy with state standards

h. Encourage as many staff to interact with IB community (cat 2 and 3 training, regional networking, sharing PYP blog, OCC, Follow IB classes/teachers around the world on social media)
i. Add them to the Action plan
j. Address progress toward recommendations in the self-study

15. What specific strategies have people used to engage staff and teachers and parents?
    a. ATtend PTA (coordinator)
    b. Two grade levels showcase inquiry
    c. Engage leadership team during meetings
    d. Student video
    e. Teacher survey
    f. PYP parent session/Parent Cafe
    g. Parent survey
    h. PYP principal coffees with parents
    i. Take home activity sheets
    j. Parent reflections and action sheets (documenting student action at home or in community)
    k. Newsletter
    l. Back to school table
    m. Giveaways, drawings
    n. Learner Profile magnets for parents
    o. Monthly PYP homework

16. How do we communicate evaluation results to stakeholders (timing/process)?
    a. Wait until you have the official report (in the meantime, give consistent message)
    b. Publish the report on the website/newsletter
    c. Share in staff meeting
    d. Call the media to announce (authorization)
    e. Assembly/celebration (authorization)
    f. Synopsis meeting to unpack the report rubric prior to distributing report to staff

17. How do you balance training new teachers with extending experienced staff?
    a. Meet with them separately
    b. Send new teachers to Cat 1 training
    c. Send veteran staff (online or face to face) to Cat 2 and 3 training
    d. Provide mentor teachers for new teachers
    e. Visit other PYP schools

18. What should the last message be to staff before summer break prior to an Evaluation visit or Authorization visit)?
    a. Positives - it's not PYP police. IB is advocating for us.
    b. Evidence for teachers (Do a scavenger hunt and celebrate what they do)
    c. Advise teachers and staff to reach out for assistance and clarification before the visit

d. Don't stress about it, be authentic!