



Collaborative Learning Protocol

The Collaborative Learning Protocol

Manual for schools and visitors

Second edition

For use from July 2022

Contents

Alignment of process and approach: IB and NEASC	3
Purpose	3
Alignment of philosophy.....	3
Organizational goals	6
IB Programme standards and practices	6
NEASC: ACE Learning Pathway	6
The CLP process overview.....	7
CLP eligibility	7
The CLP process	7
CLP documentation	8
Overview of the CLP components	8
Appendix A: Crosswalks	14
Overview of IB Programme standards and practices and NEASC ACE Learning Ecosystem	14
Crosswalk of IB Programme standards and practices and NEASC ACE Learning Principles	15
Appendix B: Connections across learning.....	21
Connecting the ACE Learning Principles, the IB learner profile, Approaches to teaching and Approaches to learning.....	21
Appendix C: The 4 Cs of ACE Learning	23
Conceptual Understanding	23
Commitment	23
Capacity	23
Competence	24

Alignment of process and approach: IB and NEASC

This manual should be used in conjunction with the [Synchronized visit manual: Fourth edition 2022](#), the *ACE Internal Reflection and External Review Guide for Schools and Visitors* and the [IB Guide to programme evaluation, 2022](#) and, where applicable, the [Remote evaluation visit guidelines \(For use with the 2020 programme evaluation process\)](#).

Purpose

The International Baccalaureate (IB) and the New England Association of Schools and Colleges (NEASC) have designed this Collaborative Learning Protocol (CLP) to provide schools with a consolidated IB programme evaluation and NEASC accreditation experience and reporting process. The CLP leverages the alignment in approach between the two organizations and benefits schools by reducing the burden and duplication of effort. Schools using the CLP receive ongoing support from both the IB and NEASC, host one collaborative visiting team and receive one report after the Peer evaluation visit.

The CLP aims to provide schools with the opportunity to engage with self- and peer evaluation leading to:

- continued authorization to implement IB programmes through alignment with the IB programme standards and practices
- initial or continued NEASC accreditation for the school on the ACE Learning Pathway
- ongoing growth and transformation of learning.

Alignment of philosophy

The IB programme evaluation and the NEASC accreditation processes share the goal of improving the quality of learning. Both organizations support quality learning and its impact on learners and focus on how school systems and structures affect and inform learning outcomes. Each organization provides structures to develop, assess and reflect upon quality opportunities for learners within the unique context of each school. All members of the community, not only students, are learners.

Both organizations seek to encourage in each school, relevant to their context:

- values and beliefs shared by the whole community that support high-quality learning with access for all
- leadership with a growth mindset seeking continuously to develop their programmes
- structures to support effective student-centred and increasingly self-directed learning.

This alignment of philosophy has led to the development of the CLP. The IB programme evaluation engages schools in a reflective process leading to deeper understanding of both the aspects that result in effective programme implementation and the aspects in need of further development.

With the IB programme standards and practices as the foundational set of principles, schools and the IB can ensure quality and fidelity in programme implementation.

IB programme development cycle

Schools engage in a continuous cycle of inquiry, action and reflection to develop their programmes. Programme evaluation is one aspect of this continuous development, which starts during the process of becoming authorized as an IB World School and continues as the school more fully develops the programme(s).

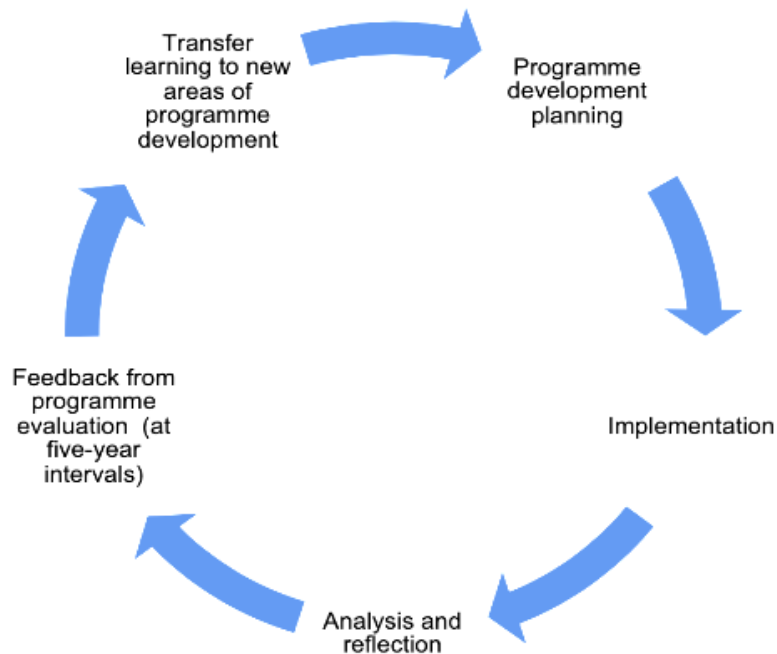


Figure 1

Programme development cycle

NEASC accreditation using the ACE Learning Pathway provides schools with structures for whole-school accreditation. ACE includes a strong focus on both the foundational principles of good school management and the aspirational ACE Learning Principles, which help schools focus on the quality and impact of learning.

NEASC accreditation cycle

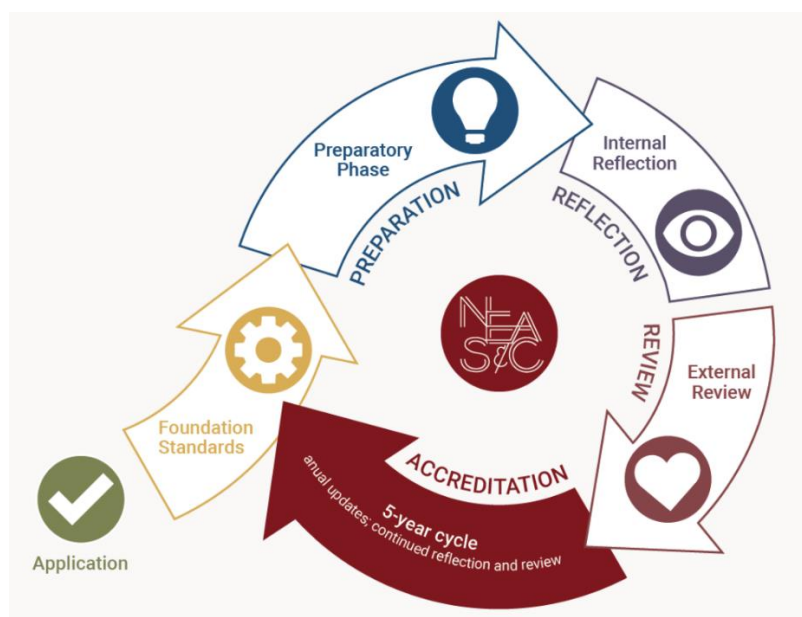


Figure 2

Transformational five-year cycle

Accordingly, both NEASC and the IB have collaborated to structure programme evaluation and accreditation processes with expectations of schools engaging in a significant deep reflection of where they are, what they want to achieve and what steps are required to achieve these goals. There is a shared emphasis on learning with the goal of growth and transformation of the learning process. In addition, all CLP visiting team members are trained in both the IB programme evaluation and the NEASC ACE accreditation processes, further enhancing collaboration and a shared understanding of learning.

Both organizations support schools in the development of global citizens with attributes, skills and perspectives as described by the IB learner profile and ACE Learning Principles. Appendices A and B are visual representations of this alignment.

Organizational goals

IB programme standards and practices

The IB programme standards and practices are organized into four overarching elements of a framework. The framework describes the school community and how it develops **purpose**, **environment** and **culture** to evidence **learning**. Learning happens not only **in** schools, but also **for** schools.

The framework:

- is comprehensive and places **learning** at the heart of an IB World School community
- recognizes that it is the school community, in addition to the IB, that co-creates high-quality education that makes a better world
- supports the school to integrate successfully the IB **philosophy** within their school's unique **context**
- describes the school community's processes of design, development and evolution
- illustrates how purpose, environment, culture and learning are interdependent: no part of the framework can be developed without considering how it relates to the other elements
- helps to explain both the successes and the challenges schools face when developing IB programmes.

(Programme standards and practices, International Baccalaureate)

NEASC: ACE Learning Pathway

NEASC accreditation focuses first on the school's fundamentals, through six Foundation Standards.

1. Learning structure
2. Organizational structure
3. Health, safety and security
4. Finance, facilities and resources
5. Ethical practice
6. Boarding and residential learning

Once these gatekeeper standards are established, the school moves into the heart of the ACE Learning Pathway: the 10 Learning Principles. The 10 Learning Principles ask learning communities to focus their reflection on Learner Impacts rather than outputs, and to identify the evidence required to validate desired impacts.

ACE aims to change the place called "school" into an "interactive museum of learning opportunities" ([Zhao, 2015](#)), envisioned and sustained by a community that shares and acts upon a common, explicit understanding of learning.

The CLP process overview

CLP eligibility

To be approved to participate in the CLP, schools must first meet the synchronized visit eligibility requirements (outlined in the *Synchronized visit manual: Fourth edition 2022*).

NEASC schools going through the Standard Pathway accreditation process are not eligible for the CLP.

Schools should contact NEASC (cie@neasc.org) and the IB (schooldelivery@ibo.org) to request to participate in the CLP process at least two years prior to their scheduled programme evaluation year. Please note that finding a mutually agreeable time frame for the organizations and the school may require rescheduling one or more visits prescribed by the regular accreditation and programme evaluation cycles.

The CLP process

The CLP consists of organization-specific components and combined IB—NEASC components.

Organization-specific components

Each organization is responsible for managing its respective component. Accordingly, schools should consult organizational guidance for more information.

Any questions regarding these components should be directed to the designated representative of the specific organization.

- NEASC Learning Principles preparatory process
- IB preliminary review
- Follow-up and next steps according to each organization's expectations

Combined IB—NEASC components

These components represent a blend of the IB programme evaluation and NEASC accreditation activities.

Any questions should be directed to representatives from both organizations.

- Learning community reflection
- Peer evaluation visit

Schools will engage in the process over a period of 16 to 18 months in total, as detailed in figure 3.

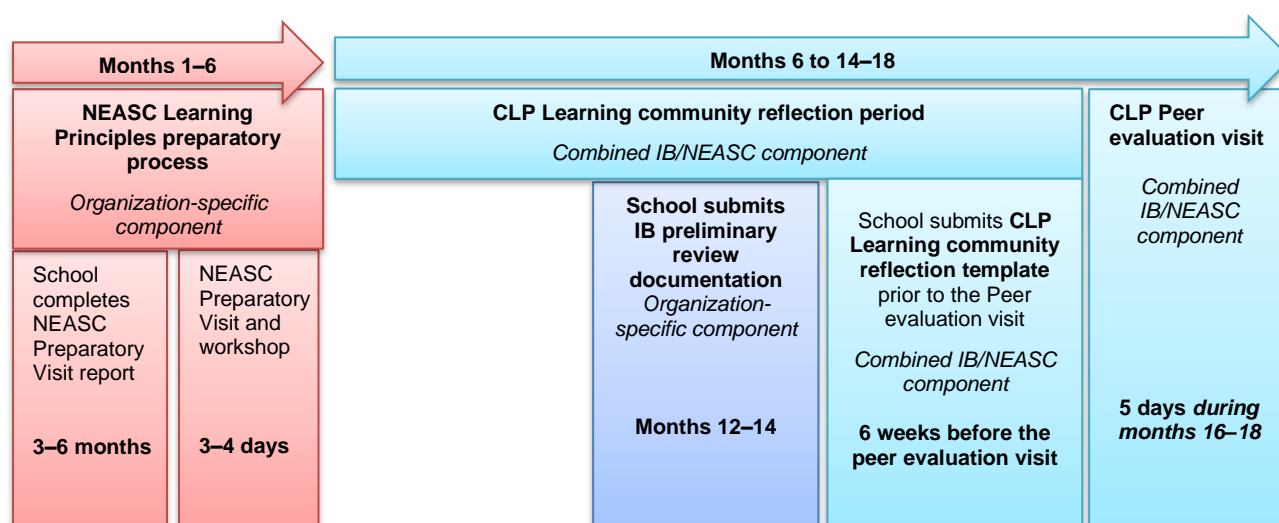


Figure 3
CLP process

CLP documentation

As part of the CLP process, all submitted documentation and feedback is shared fully between both the IB and NEASC. The school will provide access to a secure file share drive or platform for the duration of the process with access for both agencies. This school will title this shared space the '**[Name of school] documentation portfolio**'.

The documentation portfolio provides the school, visitors, NEASC and the IB one shared space for all supporting files and information and contributes to the collective understanding of the school.

Schools may already be using a shared folder to save NEASC Foundation Standards document submissions. This same folder can be used for documents related to the components of the CLP process.

Remember to include instructions for how to access the shared drive or platform with each submission as staffing for each event may differ.

Each organization will provide more specific submission directions separately.

Overview of the CLP components

Organization-specific components

The CLP begins with the **NEASC Learning Principles preparatory process**, the first of the organization-specific components.

The NEASC Preparatory Visit represents a shift away from past accreditation and evaluation processes that emphasized evaluating the school, and instead moves towards using the visit as an opportunity to prepare for the upcoming reflection period. The visit aims to introduce and support reflection, evidence-gathering and planning practices.

- **Report completion:** The school completes and submits to NEASC the Preparatory Visit report template at least four weeks before the visit.
- **Preparatory Visit:** The three-day Preparatory Visit is conducted by two NEASC visitors who have been trained for this role. During the visit, the visitors will offer schools additional guidance and answer questions from school leadership in preparation for the deeper learning reflections ahead.
- **Preparatory Visit workshop:** The visitors will also conduct workshop(s) of about six hours during the visit to help launch the Learning community reflection, and to support the school in aligning its IB programme development with the ACE Learning Principles.

Although the IB preliminary review occurs after the NEASC Preparatory Visit, the school is encouraged to begin engaging with the IB programme standards and practices before the Preparatory Visit and workshop.

- **Preparatory Visit report:** The visitors will add their comments to the NEASC Preparatory Visit report submitted by the school to confirm readiness to proceed to the Learning community reflection.

NEASC will email the final Preparatory Visit report to the school, copying in the visitors.

Contact cie@neasc.org with any questions.

IB preliminary review

During the preliminary review, the IB reviews the school and programme documentation, and provides a report to the school indicating items that meet expectations as well as what revisions are needed for any items that do not meet expectations. If the school has any items that do not meet expectations, the IB will communicate a deadline for the school to submit revised documents, generally two weeks after the report is received.

Schools are encouraged, when possible, to use the same documentation for the NEASC Foundation Standards or Preparatory Visit and the IB preliminary review. Receiving feedback on documentation earlier in the CLP process will strengthen items submitted for the preliminary review and inform the overall Learning community reflection, and more particularly, the reflection on programme implementation.

The preliminary review occurs during the Learning community reflection period, detailed below.

- **Documentation review:** Schools are advised and expected to review and update the items required for the preliminary review annually or as needed. Documentation must be submitted to the IB by the given deadline.
- **Preliminary review report:** The IB programme leaders review the submitted documentation and indicate whether the school and programme documents meet IB expectations. The report is finalized by the IB World School manager and is then sent to the school. The school revises and resubmits documentation as needed.

The school's IB World School manager is available to answer questions and offer support for completing the preliminary review.

Combined IB-NEASC components: Learning community reflection

The **Learning community reflection** period reflects a blend of elements from both the NEASC ACE Internal Reflection and the IB programme evaluation self-study processes. The period begins towards the end of the NEASC Preparatory Visit and ends approximately six weeks before the combined IB-NEASC Peer evaluation visit.

Schools will submit to the IB and NEASC the *Learning community reflection and Peer evaluation report template for schools and visitors*. The template will be saved as '**[School name] Learning community reflection and peer evaluation report**'. The school will enter its responses in the appropriately labelled text boxes. All questions should be answered, unless otherwise noted.

The report template includes the following sections.

Part 1. School context. Provide an updated introductory narrative in 500 words or fewer. Content submitted as part of the NEASC Preparatory Visit form or IB school and programme information template can be used, updating it as needed.

Part 2. NEASC Foundation Standards and IB documentation updates.

NEASC: Indicate any progress towards addressing the NEASC Foundation Standards recommendations that have not already been reported to NEASC. Alternatively, the school may instead choose to upload an updated copy of its NEASC Action Plan. Be sure to also outline any curriculum developments made since the Preparatory Visit and include links to evidence provided.

IB: In response to the IB preliminary review, for any unresolved preliminary matters to be addressed, the school will submit the IB action plan. If all matters have been addressed, include instead the revised preliminary review report.

Part 3. Survey analysis. Provide a summary of the analysis of the results of the ACE learning surveys that were completed by students, teachers, parents, governance and leadership.

Part 4. School strengths and areas for further consideration. Provide a brief summary of any strengths identified for each programme standards and practices framework category and for the whole learning community. Schools will also indicate the level of development for each standard for each IB programme, using the descriptors detailed in the *IB Guide to programme evaluation, 2022*.

Part 5. Learning community reflection and visitors' observations. In the provided template, detail both the reflection on the area of focus for the IB programme development planning and the Learning Principles chosen by the school.

Part 6. Future designs. Outline the two to three future designs the school has identified.

Part 7. Reflection on ACE learning 4 Cs. Update the ratings and narratives from the school's earlier reflection on the 4 Cs submitted during the preparatory phase.

Part 8. Conclusions and next steps. Both the school and visiting team will provide any final comments on the school's future designs and any obstacles or opportunities related to the school's ability to achieve its plan. The visiting team will also acknowledge school staff who organized the visit as well as note the next IB programme evaluation and NEASC accreditation visit year.

Part 9. IB World School status and NEASC accreditation recommendation. Based on the outcome of the visit and submitted documentation, the IB and NEASC will indicate the school's IB World School and NEASC accreditation status.

During the Learning community reflection, schools will be expected to do the following.

- **Set up a community reflection period:** Set up a 12- to 14-month Learning community reflection period. This reflective period represents the school's consolidation of input gathered from stakeholders, including teachers, assistant teachers, instructional aides, non-teaching staff, parents, students, alumni, leaders and governing board, as appropriate. In planning for this period, consider how the school can encourage a community-wide culture of inquiry, sharing and reflection, beginning with the ACE learning surveys.
- **Establish committees** that represent as many stakeholder groups as necessary to ensure community-wide engagement. Gathering input from across the school community and engaging in candid reflection is critical to the CLP process. The school is responsible for providing stakeholders with the information or evidence needed to make informed judgements.
- **Administer ACE learning surveys:** Schools will issue surveys to the school community, who will be engaged throughout the reflection period, providing input and feedback.

Upon completion of the surveys, the school will analyse the survey results and provide a summary of its analysis in "Part 3. Survey analysis" of the Learning community reflection report template. Keep in mind that an analysis is not simply a set of results but a reflection on the feedback about the strengths and challenges indicated by the responses of each section of the community.

The school will share a summary of the ACE learning survey analysis with students, teachers, parents, governance and leadership, in addition to the committees engaged in the reflections, to help inform their planning.

- **Complete IB self-assessment:** Schools are encouraged to spend time completing the IB self-assessment. While the self-assessment does not need to be submitted to the IB, the process will identify programme strengths, noted in "Part 4a. IB programme strengths" of the Learning community reflection report template. The self-assessment will also help to identify which requirements are not in place and provide insight into measuring the level of development of each standard, which is a required of "Part 4b. Development of IB standards" of the Learning community reflection report template. It may also be helpful to use the ACE learning survey results, in addition to the subsequent committee conversations, to inform the self-assessment completion.

As the school completes the self-assessment, the school must note on the IB action plan any requirements identified as not in place and the proposed measures to address them.

- **Analyse data and continue to gather community-wide input:** Input from the surveys and self-assessment is integral to the overall reflection process. Continue to use this information as a basis for future decision-making and planning. The self-assessment results may also be useful later in the process when completing the learning reflections and future designs.

During this time, schools may also choose to conduct a learning community workshop with school community stakeholders to:

- present the overall conclusions reached during the Learning community reflection for each of the five chosen Learning Principles
- present key pieces of evidence that will be submitted with the Learning community reflection report

- identify the two to three themes from the learning reflections that will have the most significant future impact on student learning (see section *Complete future designs* bullet for more information)
- complete the Learning community reflection process and celebrate the work that has been achieved.
- **Complete learning reflections:** In “Part 5. Learning community reflection and visitors’ observations” of the Learning community reflection report template, schools are required to document five learning plans that focus on areas of their choosing and will help to guide their future planning. The template includes both the reflection on the area of focus for the IB programme development planning and the Learning Principles chosen by the school.

The question prompts for reflection are included in each agency’s documentation. See the *IB Guide to programme evaluation, 2022* and the *NEASC ACE Ecosystem, Standards and Principles 2020* for the detailed support for reflection process and question prompts.

When developing the learning plans:

- choose any five ACE Learning Principles for focused reflection from the possible 10 Learning Principles
- record the chosen Learning Principles in “Part 5. Learning community reflection and visitors’ observations” of the Learning community reflection report template
- from the five chosen Learning Principles, identify one Learning Principle and an area of focus based on the school’s reflection. Choose four to eight IB practices to support programme development work in that area
- record the chosen practices in “Part 5: Learning community reflection and visitors’ observations” of the Learning community reflection report template.

For each learning plan, include the following.

- A. **Future goals:** A brief summary of which areas the school is aiming to develop and why, and how the school will know if it achieves the goal.
- B. **Current reality:** A description of the current situation and the evidence demonstrating the impact on learning.
- C. **Next steps:** An outline of the actions that will be taken to ensure the desired changes and how the impact will be evaluated.
- D. **Reflections:** A description of what the school has learned from the process and the transferability of the learnings.
- E. **Community self-rating and evidence:** A rating of the stage of development the community believes it has achieved so far in the learning continuum rubric. The school will also provide evidence to support the community’s rating.

Peer evaluators will fill in section “F. Visitors’ observations” of the Learning community reflection report template after their observations.

When developing the learning plans, keep in mind that the ACE protocol focuses on the whole school and could include IB programme-specific pieces, and IB programme development focuses on the IB programme implementation and could include school-wide initiatives.

Schools may use completed IB programme development plans to inform their CLP learning reflections. Similarly, using the IB programme development planning process may be helpful in completing the CLP learning reflection process.

- **Complete future design plans:** A key component of the Learning community reflection report is the development of two to three future designs that will have the most significant impact on student learning

and that the school will implement over the next four years. In “Part 6. Future designs” of the Learning community reflection report template, schools will document their two to three chosen future designs.

To assist in identifying the future design themes, schools:

- will reflect on each of the five learning plans
- can choose to meet with the school community to share the findings and agree on some significant future designs
- can rely on the analysis of information gathered over the course of the reflection period.

From this analysis, choose two to three designs, plans or themes that will move the school closer to the goals outlined in the learning plans and that will serve as areas of focus for development and transformation.

Future designs are **not** an action plan but a consideration of the major concepts that would be most helpful to develop and work on over that time. These plans are not detailed point-by-point instructions for numerous changes, but they are plans for development and transformation in particular areas of learning over the next three to four years.

Each design will include the following components.

- a. Brief description of the anticipated impact on student learning.
- b. Brief description of what data or evidence you will gather.
- c. Brief summary of the rationale for why the school chose the design topic as a focus.

Record the future designs in “Part 6. Future designs” of the Learning community reflection report template.

- **Complete report:** When completing the Learning community reflection report, consider the findings of the reflection process. Be sure to incorporate any actions taken to address NEASC Preparatory Visit recommendations and/or the IB preliminary review.
- **Submit report:** At least six weeks before the visit, submit the completed report template in Word format.
- Once the school submits the report, visitors will be expected to review the school’s completed report template and supporting evidence prior to and during the visit. They will provide constructive and thoughtful feedback using the space provided in the template, which will be reviewed by both NEASC and IB reviewers before being sent to the school.

Additional activities

- Complete any NEASC Action Plans as directed during the CLP Preparatory Visit to address remaining NEASC Foundation Standards recommendations, submitting relevant updated plans in the shared folder six weeks before the Peer evaluation visit.
- In response to the IB preliminary review, for any unresolved preliminary matters to be addressed, use the IB action plan template to document how the requirement will be met. If all matters have been addressed, submit instead the revised preliminary review report.

Peer evaluation visit

The Learning community reflection period culminates with the Peer evaluation visit in which the IB and NEASC send one team of CLP-trained educators to visit the school.

- **Peer evaluation visit:** CLP visits, like other synchronized visits, occur over five days, usually the second day of the weekend to the fourth day of the school week. During this time, the school will host a visiting team of IB and NEASC members who are trained in both processes.

The visiting team will be at the school during the first four days of a visit. The team chair will be present throughout the whole visit and will be involved in the final meetings with the school.

Visitor accommodations may need to be provided for up to seven days to accommodate travel schedules. Consult each agency's relevant travel logistics instructions for details on accommodating visitors.

- **Visiting team:** The IB and NEASC together assign a total of four to eight visitors, including a visit chair. The number of visitors depends on the number of programmes, with at least one IB visitor for each IB programme. Additional visitors may be assigned in the case of schools with multiple campuses or very large schools.

Keep in mind that visitors assigned to the Peer evaluation visit may be different from those who conducted the NEASC Preparatory Visit.

The team observes learning, engages in discussions with learners, reflects on the school's report and engages the school in reflective conversations about:

- ongoing IB programme development and areas for future or further development relevant to IB programmes
- the school's alignment with and plans to promote alignment with relevant ACE Learning Principles
- Action Plans related to NEASC Foundation Standards, if submitted, to address recommendations from the NEASC Preparatory Visit.

The peer evaluation team shares with the school community initial observations of development, accuracy of reflection and appropriateness of future design plans. This includes conversations about the conclusions the school has reached from its reflection, as well as the preliminary findings of the evaluation team.

- **Peer evaluation visit report:** Using the school's submitted Learning community reflection report template, the peer evaluation visitors produce a Peer evaluation visit report for review by NEASC and the IB that includes:
 - observations during the visit
 - evaluation of the school's actions to address any outstanding NEASC recommendations or IB requirements and Learning community reflection
 - feedback on the school's review of Learning Principles and associated Learning Impacts as well as input on future design plans.

Towards the end of the visit during the conclusion meeting with school leadership, the visiting team chair offers a verbal overview of the report.

Following the visit, NEASC and the IB will review the report. The final decision report will be shared with the school approximately six weeks following the visit.

The school shares with the community the written report from the IB and NEASC, and then using the conclusions of the Learning community reflection and programme evaluation, where appropriate, updates, revises or shifts the focus of programme development.

Follow-up

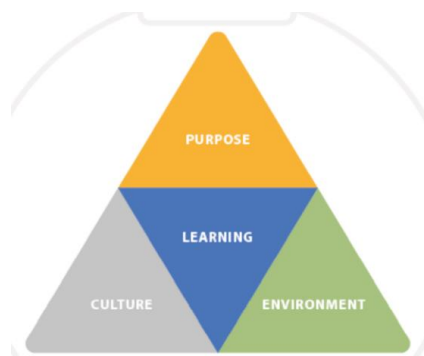
The school should continue to plan and report to both the IB and NEASC according to the processes outlined by each organization in communications following the Peer evaluation visit.

Appendix A: Crosswalks

Overview of IB programme standards and practices and NEASC ACE Learning Ecosystem

The IB programme standards and practices

The IB's mission is central to its work with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. 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. This powerful mission that drives learning informs the development of each IB World School—as well as the IB's larger global community of students and their families, teachers and supporters. IB World Schools strive to help realize this purpose for learning within their own local, state, national, international and global contexts.



School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

School environments include the human, natural, built and virtual resources through which learning experiences take place. They cover facilities and technology; human and financial resources; assets of culture and language; the allocation of time; and decisions about how schools divide, group and coordinate responsibilities. School environments differ widely, and a wide range of local contexts can support the successful implementation of IB programmes. The learning environment is the context in which learning happens and the conditions the school designs and develops to enhance student learning experiences. The learning environment includes evidence of the school's culture and purpose.

Learning in the IB community celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. IB students and teachers are lifelong learners, independently and in collaboration with others. Learning communities in IB World Schools engage in cycles of inquiry, action and reflection that lead to deeper understanding and a lifetime of learning. Learning is the central tenet, as well as the outcome, of developing purpose, culture and environment in IB schools.

(IB Programme standards and practices, 2020)

The NEASC ACE Learning Ecosystem

ACE learning is a protocol that offers a fundamentally different approach to school accreditation compared to prior accreditation protocols. ACE learning offers a framework for schools to reflect deeply on their 1) foundational structures and processes, and 2) their effectiveness as a learning community. ACE learning entails several phases culminating in the team visit by a team of trained peer educators that typically leads to accreditation for candidate schools or re-accreditation for member schools. Schools are re-accredited every five years.

While traditional accreditation asks schools to reflect on what they do for students, ACE learning challenges schools to reflect deeply on the Impacts they have on learners and to what extent these Impacts align with the ACE Learning Principles. ACE learning is as much a developmental process as an evaluative one. NEASC meets schools where they are in their process of building greater effectiveness as impactful learning communities for all learners. Having demonstrated compliance with Foundation Standards, schools move on to imagine new ways of supporting deep learning, using the ACE Learning Principles as both guide and provocation. While exploring each of the Learning Principles, schools are asked to indicate where they are on the dynamic ACE learning transformational continuum as they help shape impactful learning inside and outside the classroom. A key element in each school's reflection is how the 4 Cs support or hinder the realization of a learning community's vision: Conceptual Understanding, Commitment, Capacity and Competence.

Learning communities use the ACE Learning Principles and their own shared understanding of high-quality learning to continually reimagine their future. NEASC visits give schools an outside perspective about where the learning community may be in its transformation process.

Crosswalk of IB programme standards and practices and NEASC ACE Learning Principles

The purpose of a crosswalk is to support the school in aligning its expectations of the programme evaluation or accreditation processes and in reducing duplication in the responses and evidence that the school produces for the Internal Reflection.

This crosswalk:

- maps the conceptual alignment of the IB programme standards and practices (*Programme standards and practices*, International Baccalaureate) with the NEASC ACE Learning Principles (*NEASC ACE Ecosystem, Standards and Principles 2020*)
- is intended to be used during the Internal Reflection phase to focus committees' discussions on an overarching concept or area for development, using a shared language. In this way, there is a shift away from specific requirements or checklists and an emphasis on conversations about learning and student outcomes
- is helpful when identifying and organizing documentation and evidence required by both organizations, under a common theme or concept, without the need to reproduce it in different formats and in multiple places. Naturally, crosswalking is flexible and open to each school's interpretation of the practices and principles, adjusting the alignment or discovering other commonalities.

IB	Purpose (IB)	NEASC
The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)	Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. (0101)	The school has in place clear statements that express a definition of learning and a set of Learning Principles and objectives that shape and drive its programmes and practices.
The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)	Learning goals (NEASC)	A curriculum articulating learning outcomes, expected teaching practices and principles of assessment exists.
The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)	Learners demonstrate understandings, competencies, knowledge, dispositions and values that will allow them to become responsible and successful citizens.	Learners will transfer their learning across disciplines to solve problems within real-world contexts.
		Learners will make decisions, propose solutions and act with an ethical understanding of the impacts on others and the planet.
		Learners will demonstrate an understanding of connections across disciplines and systems in a variety of contexts.

IB	Leadership and governance (IB)	NEASC
<p>The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)</p> <p>The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)</p> <p>The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)</p> <p>The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)</p> <p>The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)</p>	<p>The leadership and governance of IB World Schools create and sustain high-quality learning environments. (0201)</p> <p>Governance and leadership for learning (NEASC)</p> <p>Governance, leadership and management support, embody and promote the organization's intended Learning Impacts, norms and values.</p>	<p>The school has in place a clear governance and leadership structure with defined roles and responsibilities, and a faculty and staff qualified for the roles to which they are assigned.</p> <p>Expectations defined in policy are carried out and observed in practice. Mechanisms for assessing the effectiveness and functionality of the school's organizational structures have been developed.</p> <p>The school has in place policies, practices and procedures that ensure financial health and economic sustainability.</p> <p>The principles governing financial management are designed to provide the resources (in personnel, equipment and facilities) required to support the school's learning concept and objectives. The school facilities are fit for purpose.</p> <p>Governance, leadership and management structures are aligned with, or guided by, desired Impacts.</p> <p>The learning community systematically utilizes evidence of Impact to direct future plans and actions.</p> <p>Progress towards Learning Impacts is regularly monitored, communicated and used in ongoing planning and implementation.</p> <p>Governance, leadership and management demonstrate a generative mindset, a focus on the future and a strategic outlook when envisioning how best to support learners.</p> <p>Governance, leadership and management regularly collaborate to explore the future, articulate desired Impacts and design appropriate approaches and innovations to achieve a common vision.</p>

IB	Student support (IB)	NEASC
<p>The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)</p> <p>The school identifies and provides appropriate learning support. (0202-02)</p> <p>The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)</p> <p>The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)</p> <p>The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)</p> <p>The school secures access to an IB education for the broadest possible range of students. (0301-01)</p> <p>The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)</p> <p>The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)</p> <p>The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language. (0301-04)</p>	<p>Learning environments in IB World Schools support student success. (0202)</p> <p>Culture through policy implementation (IB)</p> <p>Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive. (0301)</p> <p>Inclusiveness of learning (NEASC)</p> <p>The learning community embraces a culture of inclusiveness.</p> <p>Learning community (NEASC)</p> <p>Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived and define a distinct, sustained identity.</p>	<p>The learning environment is safe, healthy and secure for all members of the school community. Effective and well-established policies and procedures exist and are acted upon to protect children and adults alike.</p> <p>The school has well-established, transparent policies and practices in place to ensure that employees, learners and parents are treated fairly, equitably and ethically.</p> <p>Access to learning is equitable.</p> <p>The learning community actively supports the value and integrity of each of its members.</p> <p>Individual success is supported through a variety of structures and processes.</p> <p>Members of the learning community express satisfaction with the ways in which they are treated and included as members of that community.</p> <p>Members of the learning community express satisfaction with the learning community's goals and desired Impacts.</p> <p>Decision making is grounded in the learning community's Core Values, agreements and desired Impacts for learners.</p> <p>The learning community is engaged, informed and supportive of the goals and desired Learning Impacts.</p>

The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

IB

The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Teacher support (IB)

Learning environments in IB World Schools support and empower teachers. (0203)

Designing a coherent curriculum (IB)

Learning in IB World Schools is based on a coherent curriculum. (0401)

The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended Learning Impacts.

Research and reflection on learning (NEASC)

Research, reflection and future design-oriented thinking are valued and acted upon by the community of learners.

NEASC

The school has in place clear statements that express a definition of learning and a set of Learning Principles and objectives that shape and drive its programmes and practices. A curriculum articulating learning outcomes, expected teaching practices and principles of assessment exists.

Learners adapt their approaches and strategies based on insights gained through self-reflection before, during and after learning experiences.

The learning community develops and communicates relevant ideas and conclusions supported by insights gained from current research, collaboration and observation.

The learning community engages with complex issues by developing its own inquiry and applying design-oriented approaches to addressing complex questions and opportunities.

The learning community explores the future to better understand approaches and actions to propose in the present.

The learning community regularly tests ideas and solutions in order to assess their suitability and usefulness, and refines them based on understandings developed through the process.

		<p>There are structured systems for mapping desired Impacts, learning definitions, principles and purposes into the design of learning spaces.</p> <p>Learning space and the structure of learning time contribute to the achievement of Impacts for learners.</p>
--	--	--

IB	Students as lifelong learners (IB)	NEASC
<p>Students actively develop thinking, research, communication, social and self-management skills. (0402-01)</p> <p>Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)</p> <p>Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)</p> <p>Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)</p> <p>Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)</p> <p>Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)</p> <p>Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)</p>	<p>Learning in IB schools aims to develop students ready for further education and life beyond the classroom. (0402)</p> <p>Approaches to teaching (IB)</p> <p>IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community. (0403)</p> <p>Learning perspectives (NEASC)</p> <p>Meaningful learning is extended when learners explore the unfamiliar, consider a range of perspectives, and take informed risks. Mistakes are seen as opportunities for learning.</p> <p>Dimensions of learning (NEASC)</p> <p>Learning encompasses creative, moral, social, experiential and entrepreneurial dimensions.</p> <p>Learner engagement and autonomy (NEASC)</p> <p>Learners are engaged with and inspired by their learning. They have autonomy over their learning and make informed</p>	<p>Learners will develop and use higher-order skills that cross disciplines.</p> <p>Learners demonstrate growth and appropriate levels of balance across cognitive, dispositional and social-emotional domains.</p> <p>Learners will actively inquire into and document their development based on a profile and definition of success that includes many facets of growth and types of learning.</p> <p>Learners demonstrate informed perspective and empathy for the experiences of others.</p> <p>Learners demonstrate appropriate risk-taking in the pursuit of learning.</p> <p>Learners demonstrate insights gained through mistakes.</p> <p>Learners adjust learning strategies and processes through ongoing reflection and feedback.</p> <p>Learners demonstrate the skills and dispositions of self-directed learners.</p>

<p>Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)</p> <p>Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)</p> <p>Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)</p> <p>Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)</p> <p>Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)</p>	<p>choices, supported by teachers acting as coaches and mentors.</p>	<p>Learners engage with their strengths, challenges, interests and passions in personalized ways.</p> <p>Learners exercise voice and choice in what they learn, how they learn it and how they demonstrate what they have learned.</p>
---	--	--

IB	Approaches to assessment (IB)	NEASC
<p>Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)</p> <p>The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)</p> <p>The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)</p> <p>Students take opportunities to consolidate their learning through assessment. (0404-04)</p>	<p>Learning, teaching, and assessment effectively inform and influence one another. (0404)</p> <p>Assessment for, of and as learning (NEASC)</p> <p>Assessment measures the effect of learning on the learner. Assessment for, of and as learning includes qualitative as well as quantitative criteria.</p>	<p>Learners achieve a diversity of desired goals and Impacts as demonstrated through appropriate assessments.</p> <p>Learners demonstrate development and growth as a central goal of learning, supported by appropriate assessments.</p> <p>Learners understand the current state and progress of their learning.</p>

Appendix B: Connections across learning

Connecting the ACE Learning Principles, the IB learner profile, approaches to teaching and approaches to learning

In the early stages of the CLP process, schools may find the following chart helpful when reflecting on where they are, what they want to achieve and what steps are required to achieve these goals. The similarity of focus on learning and the aligned goals of growth and transformation are outlined.

ACE Learning Principles <i>ACE Learning Principles</i>	IB learner profile <i>IB learner profile</i>	IB approaches to teaching <i>IB Coordinator resource</i>	IB approaches to learning <i>IB Coordinator resource</i>
1. Learning goals Learners demonstrate understandings, competencies, knowledge, dispositions and values that will allow them to become responsible and successful citizens.	Caring Knowledgeable Inquirers Reflective Risk-takers Communicators Open-minded Thinkers Principled Balanced	Developed in local and global context Focused on effective teamwork and collaboration Focused on conceptual understanding	Thinking skills Communication skills Social skills Self-management skills Research skills
2. Dimensions of learning Learning encompasses creative, moral, social, experiential and entrepreneurial dimensions.	Balanced Communicators Knowledgeable	Focused on effective teamwork and collaboration Focused on conceptual understanding	Thinking skills Communication skills Self-management skills
3. Assessment for, of and as learning Assessment measures the effect of learning on the learner. Assessment for, of and as learning includes qualitative as well as quantitative criteria.	Thinkers Knowledgeable Reflective	Informed by assessment Focused on conceptual understanding	Self-management skills
4. Learning perspectives Meaningful learning is extended when learners explore the unfamiliar, consider a range of perspectives, and take informed risks. Mistakes are seen as opportunities for learning.	Risk-takers Open-minded Knowledgeable Inquirers	Based on inquiry Developed in local and global context	Thinking skills Social skills
5. Learner engagement and autonomy	Communicators Open-minded	Based on inquiry	Thinking skills Communication skills

ACE Learning Principles <i>ACE Learning Principles</i>	IB learner profile <i>IB learner profile</i>	IB approaches to teaching <i>IB Coordinator resource</i>	IB approaches to learning <i>IB Coordinator resource</i>
Learners are engaged with and inspired by their learning. They have autonomy over their learning and make informed choices, supported by teachers acting as coaches and mentors.	Thinkers Balanced	Designed to remove barriers to learning	Social skills Self-management skills Research skills
6. Research and reflection on learning Research, reflection and future design-oriented thinking are valued and acted upon by the community of learners.	Thinkers Inquirers Reflective Knowledgeable	Based on inquiry Focused on conceptual understanding	Self-management skills Research skills
7. Inclusiveness of learning The learning community embraces a culture of inclusiveness.	Caring Communicators Open-minded	Differentiated to meet the needs of all learners Developed in local and global context	Communication skills Social skills
8. Governance and leadership for learning Governance, leadership and management support, embody and promote the organization's intended Learning Impacts, norms and values.	Thinkers Inquirers Reflective Communicators Open-minded	Based on effective teamwork and collaboration	Communication skills Social skills Self-management skills Research skills
9. Learning space and time The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended Learning Impacts.	Caring Knowledgeable Inquirers Reflective Risk-takers	Open-minded Thinkers Principled Balanced	Based on effective teamwork and collaboration Communication skills Social skills
10. Learning community Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived and define a distinct, sustained identity.	Caring Knowledgeable Inquirers Reflective Risk-takers	Communicators Open-minded Thinkers Principled Balanced	Based on effective teamwork and collaboration Developed in local and global context
			Communication skills Social skills Research skills

Appendix C: The 4 Cs of ACE Learning

Please refer to the *NEASC Tool Kit* available by contacting cie@neasc.org for more information about the *What and Why of the 4 Cs*.

Conceptual Understanding

The learning community has developed a broadly shared understanding of the Learning Principles and their associated Impacts. It has grounded that understanding in specific examples of what those Impacts look like in practice from a beginning stage to an advanced stage of development.

The learning community understands the difference between organizational inputs and Impact on learners.

The learning community has a broadly shared and consistently used language of learning that allows for deep reflection and discussion about the current state of learning and what the desired future might look like.

Conceptual Understanding of the ACE Learning Principles and Impacts is most often established in the beginning stages of the Internal Reflection, but it also may have been developed in the preparatory stage. Because of its foundational nature, substantive Conceptual Understanding is a prerequisite for a successful Internal Reflection and if present will be evident within the Major Learning Plans developed at the end of the Internal Reflection.

Schools use their understanding of ACE Learning Principles and Impacts to develop their shared understanding of high-quality learning, which reflects the Impacts that have the most meaning for a school community. The shared understanding of high-quality learning is specific enough to describe the desired Impacts on learners as well as the practices that support the development of those Impacts. For example, if a school considers collaboration an Impact it seeks for all learners, and therefore includes it in its shared understanding of high-quality learning, it also describes the specific practices or inputs that develop collaboration skills.

Commitment

The learning community has engaged in a deliberate process to build understanding of the conceptual orientation of ACE learning. Commitment to ACE learning is generated at the beginning of the journey and is re-established and deepened at various points along the way.

The learning community has made an informed decision to pursue ACE learning. There is a sense of urgency for the needed changes that will prepare learners for their lives beyond school.

Members of the community are reflecting on their own practices that are having an Impact and areas where growth is needed and are committed to making the necessary changes to achieve the transformation.

The entire learning community is aware that its systems, structures and practices will need to be aligned to the desired future and is committed to making the necessary changes to achieve that desired future.

The learning community is committed to looking for evidence of Impact in students and not simply in the adults with whom they work.

The Major Learning Plans are explicitly linked to the Learning Principles and Impacts.

Capacity

Capacity is built from the Board's involvement in, and commitment to, the ACE learning journey.

Decision-making structures in ACE learning communities reflect an understanding that leadership is present at all parts of the learning community and thus they give voice to all stakeholders and encourage leadership for teachers, parents and students.

Organizations with strong Capacity have short-, medium- and long-term plans to provide the resources, time and space that are needed to make ACE learning sustainable and survive the inevitable setbacks.

Capacity is demonstrated by an intentional focus on hiring and developing individuals and teams who can help move the school towards its intended goals.

The learning community understands that the use of time is a critical variable in achieving the kind of transformation that ACE learning requires. Time for sustained inquiry, reflection, developing a growth mindset, and to pursue passions (for both learners and teachers) and to connect with the wider world are core aspects of ACE learning.

ACE learning challenges the notion that learning happens only in a defined space called “the classroom”. Learners need space to work individually, in collaborative groups, with mentors and experts outside the walls of the school, and space to make, create and iterate on ideas. There is consideration of how to use existing space in new ways and thought is given to how new space might support ACE learning.

Decision-making systems are in place to ensure that resources are dedicated to the journey towards the school's high-quality learning definition.

School leadership makes it clear that new resource requests must be aligned to Learning Principle Impacts to justify their allocation.

Competence

The learning community provides consistent and sustained opportunities for professional learning, collaboration and iterative change. ACE learning communities understand that building teacher and leader knowledge, skills and understanding is critical to the school's forward progress.

Effective professional development requires sustained coaching and the opportunity to collaborate with peers about the changes in pedagogy that ACE entails.

The learning community operates from a logic model or theory of action that articulates how it intends to create positive change.

An explicit Commitment by all decision makers to the institutional growth mindset (focus on effort, learning from mistakes and embracing challenges) is evident and required to make progress towards improved Learning Impacts.



Collaborative Learning Protocol



Collaborative Learning Protocol

The Collaborative Learning Protocol

Learning community reflection and peer evaluation report
template for schools and visitors

Second edition

For use from July 2022

Contents

Instructions	3
Part 1. School context	4
Part 2. NEASC Foundation Standards and IB documentation updates.....	5
Part 3. Survey analysis.....	6
Part 4. School strengths and areas for further consideration	6
Part 5. Learning community reflection and visitors' observations	11
Part 6. Future designs	20
Part 7. Reflection on ACE Learning 4 Cs	20
Part 8. Conclusions and next steps.....	21

Learning community reflection and peer evaluation report template

Instructions

Save this template as '**[School name] Learning community reflection and peer evaluation report**' before completing. Enter your responses in the appropriately labelled text boxes. All questions should be answered, unless otherwise noted.

School responses appear in **red**.

Visitor responses will appear in **blue**.

Submit this template in Word format so that the visitors can contribute their comments. No changes will be made to the school's original narratives.

Contact cie@neasc.org and the school's IB World School manager with any questions.

Name of NEASC and IB visitor(s): Click or tap here to enter text.

Visit dates: Click or tap here to enter text.

School information

Full school name

Click or tap here to enter text.

IB school code

Click or tap here to enter text.

School street address

Click or tap here to enter text.

City, state/province, country

Click or tap here to enter text.

Postal code

Click or tap here to enter text.

Head of school name

Click or tap here to enter text.

Head of school email

Click or tap here to enter text.

Accreditation coordinator name

Click or tap here to enter text.

Accreditation coordinator email

Click or tap here to enter text.

IB PYP coordinator name

Click or tap here to enter text.

IB PYP coordinator email

Click or tap here to enter text.

IB MYP coordinator name

Click or tap here to enter text.

IB MYP coordinator email

Click or tap here to enter text.

IB DP coordinator name

Click or tap here to enter text.

IB DP coordinator email

Click or tap here to enter text.

IB CP coordinator name

Click or tap here to enter text.

IB CP coordinator email

Click or tap here to enter text.

Part 1. School context

School context: Provide below an updated introductory narrative about your school. You may copy and update as needed the version you submitted in the NEASC Preparatory Visit form or the IB School and programme information template. (500 words or less)

Please include:

- enrolment and staffing information (numbers and number of nationalities)
- school location, history, governance structure
- accreditation, certification and authorization history of the school
- brief description of guiding statements or definition of learning
- highlights of current strategic or long-range plans.

[Click or tap here to enter text.](#)

List the materials shared with the IB and/or NEASC and saved in the documentation portfolio or submitted in IB Concierge, for example, organizational chart, school profile sheet given to universities, etc.

[Click or tap here to enter text.](#)

Visitors' comments or additions (if any) to school context and background.

[Click or tap here to enter text.](#)

Part 2. NEASC Foundation Standards and IB documentation updates

NEASC Foundation Standards and curriculum update

Indicate any progress towards addressing NEASC Foundation Standards recommendations **that you have not already reported to NEASC**.

Alternatively, you may upload an updated copy of your NEASC Action Plan and indicate so below.

In addition, outline any curriculum developments made since the Preparatory Visit and include links to evidence provided.

[Click or tap here to enter text.](#)

Visitor comments on NEASC Foundation Standards and curriculum developments since the Preparatory Visit.

[Click or tap here to enter text.](#)

IB documents and programme update

In response to the IB preliminary review, for any unresolved preliminary matters to be addressed, submit the IB action plan. If all matters have been addressed, upload instead the revised preliminary review report.

Based on the review of the programme documentation, and observations by the team during the visit and in conversations with members of the school community, IB programme standards and practices requirements and specifications still not in place will be noted in the table below.

Visitors' response: Based on the review of the programme documentation, and observations of the team during the visit and in conversations with members of the school community:

☐ all requirements are in place

☐ the following requirements were found not to be in place.

Add rows as needed.

Practice	Requirement and specification, if applicable	Finding	Evidence to be provided by the school
Click or tap here to enter text.			

Part 3. Survey analysis

In this section, provide a summary of the analysis of the results of the NEASC-CIE learning surveys that were completed by students, teachers, parents, governance and leadership. You may organize your response as you wish – such as by stakeholder group or by theme.

Please indicate to what extent these surveys have helped to inform and guide your Learning Community Reflection.

Note: An analysis is not simply a set of results, but a reflection on the feedback about the strengths and challenges indicated by the responses of each section of the community.

School's analysis of student, teacher, parent, governance and leadership surveys

[Click or tap here to enter text.](#)

Visitors' comments on the school's analysis of its survey results and use of this data in the reflection process

[Click or tap here to enter text.](#)

Part 4. School strengths and areas for further consideration

Part 4a. IB programme strengths

During the Learning community reflection, the school will have considered the programme strengths. Provide a brief summary of any strengths identified for each programme standards and practices framework category.

School's analysis of purpose: Sharing an important mission

[Click or tap here to enter text.](#)

Visitors' response

[Click or tap here to enter text.](#)

School's analysis of environment: Providing essential structures, systems and resources

[Click or tap here to enter text.](#)

Visitors' response

[Click or tap here to enter text.](#)

School's analysis of culture: Creating positive school cultures

[Click or tap here to enter text.](#)

Visitors' response

[Click or tap here to enter text.](#)

School's analysis of learning: Ensuring effective education

[Click or tap here to enter text.](#)

Visitors' response

[Click or tap here to enter text.](#)

Part 4b. Development of IB standards

Using the scale in the table below, indicate the level of **development** for each standard of each IB programme. For more information about the self-assessment process, including the descriptors, consult the IB [Guide to programme evaluation \(2022\)](#).

Purpose: Sharing an important mission		Shows notable development	Shows development beyond requirements	Offers opportunity for additional development	Requires development
Purpose (0101)	Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	School self-assessment			
		PYP			
		MYP			
		DP			
		CP			
		CLP team			
		PYP			
		MYP			
		DP			
		CP			
		Comments on school development of IB standards			
		Click or tap here to enter text.			

Environment: Providing essential structures, systems and resources		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development
Leadership and	The leadership and governance of IB World Schools	School self-assessment			

governance (0201)	create and sustain high-quality learning environments.					
		PYP				
		MYP				
		DP				
		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards Click or tap here to enter text.				
Student support (0202)	Learning environments in IB World Schools support student success.	School self-assessment				
		PYP				
		MYP				
		DP				
		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards Click or tap here to enter text.				
Teacher support (0203)	Learning environments in IB World Schools support and empower teachers.	School self-assessment				
		PYP				
		MYP				
		DP				

		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards Click or tap here to enter text.				

Culture: Creating positive school cultures		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development	
Culture through policy implementation (0301)	Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	School self-assessment				
		PYP				
		MYP				
		DP				
		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards				
Click or tap here to enter text.						

Learning: Ensuring effective education		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development	
Designing a coherent curriculum (0401)	Learning in IB World Schools is based on a coherent curriculum.	School self-assessment				
		PYP				
		MYP				
		DP				
		CP				
		CLP team				

		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards Click or tap here to enter text.				
Students as lifelong learners (0402)	Learning in IB World Schools aims to develop students ready for further education and life beyond the classroom.	School self-assessment				
		PYP				
		MYP				
		DP				
		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards Click or tap here to enter text.				
Approaches to teaching (0403)	IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	School self-assessment				
		PYP				
		MYP				
		DP				
		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards Click or tap here to enter text.				
Approaches to		School self-assessment				

assessment (0404)	Learning, teaching and assessment effectively inform and influence one another.	PYP				
		MYP				
		DP				
		CP				
		CLP team				
		PYP				
		MYP				
		DP				
		CP				
		Comments on school development of IB standards				
		Click or tap here to enter text.				

Part 4c. Other school strengths—whole learning community

In the space below, summarize other areas of learning considered strengths throughout the whole learning community.

School strengths throughout learning community

Click or tap here to enter text.

Visitors' response

Click or tap here to enter text.

In the space below, offer relevant observations on learning throughout the learning community, among all learners young and old.

School's reflection on strengths in learning throughout learning community

Click or tap here to enter text.

Visitors' response

Click or tap here to enter text.

Part 5. Learning community reflection and visitors' observations

This template includes both the reflection on the area of focus for the IB programme development planning and the Learning Principles chosen by the school.

The question prompts for reflection are included in each agency's documentation. See the [IB Guide to programme evaluation \(2022\)](#) and the *ACE Learning Ecosystem: Standards and Principles 2020v1* for the detailed support for reflection process and question prompts.

In each section, be sure to include the following information.

- Future goals:** Briefly summarize which areas the school is aiming to develop and why, and how the school will know if it achieves the goal.
- Current reality:** Describe the current situation and the evidence demonstrating the Impact of learning.

- C. **Next steps:** Outline the actions that will be taken to ensure the desired changes and how the Impact will be evaluated.
- D. **Reflections:** Reflect on the process and the transferability of the learnings.
- E. **Community self-rating and evidence:** Rate along the learning continuum and provide evidence to support the community's rating.
- F. **Visitors' observations:** Peer evaluators will fill in section "F" after their observations.

Indicate below which five Learning Principles the school chose to engage with during the reflection process.

- ☐ 1. Learning goals
- ☐ 2. Dimensions of learning
- ☐ 3. Assessment for, of and as learning
- ☐ 4. Learning perspectives
- ☐ 5. Learner engagement and autonomy
- ☐ 6. Research and reflection on learning
- ☐ 7. Inclusiveness of learning
- ☐ 8. Governance and leadership for learning
- ☐ 9. Learning space and time
- ☐ 10. Learning community

Indicate which Learning Principle includes the IB programme development focus. Record this in the next section under Learning Principle reflection 1.

[Click or tap here to enter text.](#)

Learning Principle reflection 1

Name the chosen Learning Principle for this reflection.

[Click or tap here to enter text.](#)

Provide a brief rationale for why the school selected this Learning Principle.

[Click or tap here to enter text.](#)

IB programme development

Briefly outline the area of focus.

[Click or tap here to enter text.](#)

List the four to eight IB practices that the school chose to engage with during the reflection process and to embed into the reflection on this chosen Learning Principle.

Click or tap here to enter text.

Briefly summarize the reasons why the school selected this focus for IB programme development.

Click or tap here to enter text.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

Click or tap here to enter text.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

Click or tap here to enter text.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Click or tap here to enter text.

Current evidence of Impact(s) on learning and learners.

Click or tap here to enter text.

C. Next steps (closing the gap between where we are and where we want to be)

Click or tap here to enter text.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Click or tap here to enter text.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystem, Standards and Principles, 2020v1*.

Rating

Click or tap here to enter text.

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations: IB programme development

Include in your response feedback on planning the analysis and reflection of IB programme development strengths.

Planning (future goals and next steps)

[Click or tap here to enter text.](#)

Evidencing and analysing (the current reality and next steps)

[Click or tap here to enter text.](#)

Reflection

[Click or tap here to enter text.](#)

Areas for consideration

[Click or tap here to enter text.](#)

Visitors' observations: ACE Learning Principles

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

[Click or tap here to enter text.](#)

Learning Principle reflection 2

Name the chosen Learning Principle for this reflection.

[Click or tap here to enter text.](#)

Provide a brief rationale for why the school selected this Learning Principle.

[Click or tap here to enter text.](#)

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

[Click or tap here to enter text.](#)

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

[Click or tap here to enter text.](#)

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

[Click or tap here to enter text.](#)

Current evidence of Impact(s) on learning and learners.

[Click or tap here to enter text.](#)

C. Next steps (closing the gap between where we are and where we want to be)

[Click or tap here to enter text.](#)

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

[Click or tap here to enter text.](#)

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020*.

Rating

[Click or tap here to enter text.](#)

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

[Click or tap here to enter text.](#)

Learning Principle reflection 3

Name the chosen Learning Principle for this reflection.

[Click or tap here to enter text.](#)

Provide a brief rationale for why the school selected this Learning Principle.

[Click or tap here to enter text.](#)

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

[Click or tap here to enter text.](#)

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

[Click or tap here to enter text.](#)

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

[Click or tap here to enter text.](#)

Current evidence of Impact(s) on learning and learners.

[Click or tap here to enter text.](#)

C. Next steps (closing the gap between where we are and where we want to be)

[Click or tap here to enter text.](#)

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

[Click or tap here to enter text.](#)

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

[Click or tap here to enter text.](#)

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

[Click or tap here to enter text.](#)

Learning Principle reflection 4

Name the chosen Learning Principle for this reflection.

[Click or tap here to enter text.](#)

Provide a brief rationale for why the school selected this Learning Principle.

[Click or tap here to enter text.](#)

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

[Click or tap here to enter text.](#)

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

[Click or tap here to enter text.](#)

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

[Click or tap here to enter text.](#)

Current evidence of Impact(s) on learning and learners.

[Click or tap here to enter text.](#)

C. Next steps (closing the gap between where we are and where we want to be)

Click or tap here to enter text.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Click or tap here to enter text.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Click or tap here to enter text.

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

Click or tap here to enter text.

Observations (1,000 words or less)

Click or tap here to enter text.

Next steps

Click or tap here to enter text.

Learning Principle reflection 5

Name the chosen Learning Principle for this reflection.

Click or tap here to enter text.

Provide a brief rationale for why the school selected this Learning Principle.

Click or tap here to enter text.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

Click or tap here to enter text.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

Click or tap here to enter text.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Click or tap here to enter text.

Current evidence of Impact(s) on learning and learners.

Click or tap here to enter text.

C. Next steps (closing the gap between where we are and where we want to be)

Click or tap here to enter text.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Click or tap here to enter text.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Click or tap here to enter text.

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

Click or tap here to enter text.

Observations (1,000 words or less)

Click or tap here to enter text.

Next steps

[Click or tap here to enter text.](#)

Part 6. Future designs

In the box below, indicate the two to three future designs the school has identified.

For each plan include the following.

- A brief description of the anticipated Impact on learning.
- A brief description of what data or evidence you will gather.
- A brief summary of the rationale for why the school chose these designs as a focus.

[Click or tap here to enter text.](#)

Visitors' feedback

[Click or tap here to enter text.](#)

Part 7. Reflection on ACE Learning 4 Cs

Considering your earlier reflection on the 4 Cs during the preparatory phase, compose updated ratings and narratives. Consult the "Appendix C" of the *CLP manual* or other additional resources, as necessary.

Conceptual Understanding

Self-rating by school: Evident—Developing—Not evident

[\(Choose one—indicate here\)](#)

School reflection on next steps to strengthen Conceptual Understanding

[Click or tap here to enter text.](#)

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Commitment

Self-rating by school: Evident—Developing—Not evident

[\(Choose one—indicate here\)](#)

School reflection on next steps to strengthen Commitment

[Click or tap here to enter text.](#)

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Capacity

Self-rating by school: Evident—Developing—Not evident

[\(Choose one—indicate here\)](#)

School reflection on next steps to strengthen Capacity

[Click or tap here to enter text.](#)

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Competence**Self-rating by school: Evident—Developing—Not evident**

(Choose one—indicate here)

School reflection on next steps to strengthen Competence

[Click or tap here to enter text.](#)

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Part 8. Conclusions and next steps**School's concluding comments**

[Click or tap here to enter text.](#)

Visiting team's concluding comments: Include final comments on the school's future designs and any obstacles or opportunities related to the school's ability to achieve its plans.

[Click or tap here to enter text.](#)

Acknowledgements: Thanks to the specific people in the school who helped organize the visit and ensure all went smoothly and to the people the visitors met.

[Click or tap here to enter text.](#)

Year or season of next IB programme evaluation and NEASC accreditation visit, generally four years from the peer evaluation visit.

[Click or tap here to enter text.](#)

Visiting team members (list names and titles)

[Click or tap here to enter text.](#)



