

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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ROME • 16–19 OCTOBER



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The future of IB programme evaluation

Erin Albright, Head of Post-Authorisation Services
Andrew Atkinson, Director of Global School Services
Pamela Bender, Head of Pre-Authorisation Services



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Our department purpose

*Improving outcomes for all IB schools and students by ensuring **consistent** and high **quality** implementation of IB programmes throughout a school's journey by means of the **design**, development and **quality assurance** of **existing** and **new services** to schools.*





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Who's who on the GSS team?





Key regional school service colleagues



Fidelis
Nthenge

Katrin
Fox

Margareth
Harris

John
Sauer





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Session plan for today

- Review of recent improvements to evaluation
- Planning for additional improvements
- The next generation: research
- Your experiences of programme evaluation – feedback/Q&A





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Programme evaluation improvements: Continuum schools

- Continuum standard developed and piloted
- New multi-programme guide and self-study questionnaire for 2015





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CIS/IB Synchronized visits

2013

- Memorandum of understanding
- Manual for IB educators

2014

- Revised CIS/IB visitor manual
- Training for team chairs
- Resources for educators
- QA for schools

2015

- Non-continuum schools pilot
- School resources
- New training
- QA for educators
- Systems build

Graham Ranger (CIS) is here at the conference



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Online educator feedback html software

General | Section A: Philosophy | Section B: Organization | Section C: Curriculum | Group by category | Group by documents

Section A: Philosophy

Standard A

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

Practices

■ Practices that must be in place or contain requirements that must be in place
■ Practices that must be in progress

1 2 3 3a 3b 3c 3d 3e 4 5 6 7 7a 7b 8 9+ 9a

Mark this practice as complete

Practice 1

The school's published statements of mission and philosophy align with those of the IB.

Evidence:

Questions: [A.1](#), [A.2](#)

SD: school brochure and promotional literature; [school website](#); school environment

Supporting IB documentation

Making the PYP happen: 4

Practice in place? Yes ▾

Examples of findings of the team: ✓ +

← → 📄 ☰ A ▾

STATUS

selection in place (YES/NO)

The practice Section C3 **Practice C3.1b** has no selection in place (YES/NO)

The practice Section C4 **Practice C4.2** has no selection in place (YES/NO)

Rolled out this month!



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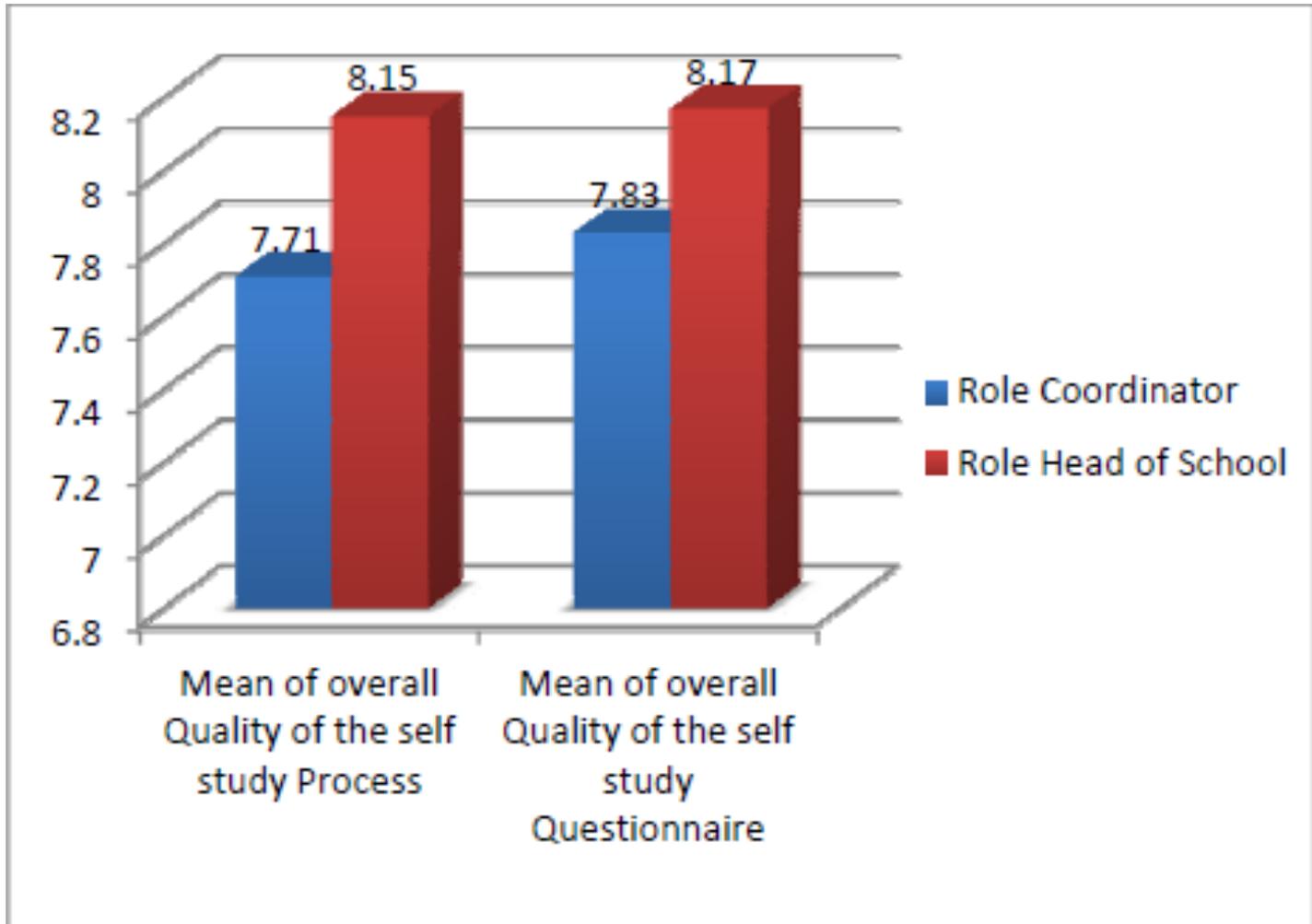
Online educator feedback html software

- permits simultaneous access
- enables users to view the entire application from each screen
- allows users to preview each section of the practices
- creates an overview of findings for use during the exit meeting
- allows educators to click on a finding and link it to the relevant question in the application
- notifies the user when there is missing information, helping to ensure reports are complete
- permits users to group practices to efficiently complete reports
- “slices and dices” information so users can view it in different ways
- checks spelling and grammar
- compatible with all operating systems on desktops and tablets.



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Quality assurance surveys





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Where else we gather data: Have you had your input?

- School Satisfaction Survey
- Differentiated services for schools project 2013
- Regional school service staff
- Councils and committees





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Areas identified for improvement

Evaluation process for schools

- Differentiated to provide meaningful context and specific feedback
- Clearer report format and structure
- DP process in schools without visits
- Consultation during process and follow up support and services
- Aligned evaluation for groups of schools in 2016

IBEN training

- Additional support is needed, including upskilling of experienced IB Educators



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Self-study programme updates

- PYP: no changes pending outcome of review
- MYP: phased approach to new content for new programme requirements
- DP: new ATL and CAS requirements, general improvements from September 2015
- IBCC: available from September 2015
- Multi-programme: available from September 2015



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IBCC Evaluation

- IBCC evaluation process will occur alongside DP evaluation
- Schools will receive remote and/or in-person visits

Timeline

- March 2015: Evaluation guide published and made available to schools
- June 2016: Self studies submitted

IBCC Phase 1 Evaluation 1st cohort

22 programmes globally

AEM: 6 schools



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What will be evaluated?

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- Required submission of **course outlines for ATL and action plans for community and service, language development and the reflective project**
- We will ask for **programme specific** information and will not duplicate DP materials
- One submission may be used to satisfy multiple requirements, e.g. evidence of Core implementation for practice A3b may also be used to document practices in Standard C
 - Looking for how the school has worked to flesh out student experience in the IBCC
 - Should be holistic and include the whole Core, not piecemeal





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Evaluating Standard C

Schools:

- Must submit 2 or 3 samples from moments in teaching demonstrating specific practices of standards C1, C2, C3 and C4
- Can choose which practices they demonstrate.
- One of the samples must focus on Standard C1b demonstrating the integration of all elements of the programme.



Standard C1: Collaborative Planning (required)

- Collaborative planning agenda - include participants and their roles
- Meeting schedules and minutes from 1 or 2 meetings

Evidence must include **elements of assessment** (e.g. ATL course w/assessment)

- Should be included in course outlines
- Formative and summative



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Virtual Evaluation Visits?

- Will be based on models used in IBAP to offer more schools the opportunity for an evaluation visit
- Will be trialed during the IBCC evaluation process
- Will include interviews with many of the same stakeholders as a face to face visit
- In this first cohort of IBCC evaluations, each programme will receive a visit. Only schools that have had a Verification Visit at authorization will receive a virtual visit
- More information will be communicated to schools in the coming months





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Strengths of the current programme evaluation

- Engaging in the self-study can be transformative for schools
- Global process has brought increased consistency and transparency for schools
- Increases understanding and fidelity to the Standards and practices





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Evaluation review

A future look

The next generation of programme evaluation?



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Current IB research in this area

- *What is effective schooling? A review of current thought and practice* Scheerens, 2013
- *School authorization processes*, Fertig, 2012
 - ❖ How does IB authorization and evaluation compare with similar processes in other organizations globally?
- *Support for the Development of an IB School Transformation Research System* NCREST 2013
 - ❖ What tools can the IB provide that track improvement over the life of a school?



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Future systems design. IB Docs to PIMS

- New interface design
- Greater online supports and links
- Built around the standards and practices
- Clearly contextualised questions
- Intelligent design
- The action plan becomes a central piece of the design





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Future systems design. IB Docs to PIMS

School Name

OCC WRC Resource Center John Smith

IB SCHOOL PORTAL



Middle Years Programme Status

Profile Approval → Application For Candidacy → **Candidacy Approval** → Candidacy Consultation → Application For Authorization → Authorization Approval

Primary Years Programme Status

Profile Approval → **Application For Candidacy** → Candidacy Approval → Candidacy Consultation → Application For Authorization → Authorization Approval

Programme Eligibility

DP	IBCC
Diploma Programme (Ages: 16-19)	IB Career Certificate (Ages: 16-19)
More Info	More Info
Not Applicable	Not Applicable

School Profile Activity

Date	Activity
6/07/14	Profile approved
6/01/14	Profile submitted for approval

[Edit Profile](#)

Outstanding Actions

Open Items	Closed Items
2	2

[View Actions](#)

Training

[Find More Training](#)

Current Balance

Application Fee - PYP: \$4,000
Annual Fee - PYP: \$9,000
Due September 1, 2014

Application Fee - MYP: \$4,000
Due January 1, 2015

[How To Pay](#)



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Questions? Comments? Feedback?

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The Coordinator Initiative

The Coordinator Initiative aimed to:

- Simplify the IB wide processes and responsibilities of DP coordinators to better support them in their roles

How?

- Develop a report that identifies the 5-10 most critical DP Coordinator “pain points”
- Disseminate the report to other IB staff for them to propose solutions (that begin) to address those concerns
- Collaborate with department across the IB to produce guidelines to consider in future interactions with coordinators
- Establish ongoing way to gauge coordinator concerns



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Overall Report Findings

- **Clarify Coordinator responsibilities and IB expectations for the role**
 - Multiple responsibilities, includes competing interests between administrative work and pedagogical leadership role
- **Review PD workshop and fees structure and School Services supports to schools**
 - The PD categories would benefit from additional levels and workshop fees can be a burden to a new programme
- **Review and update IB systems and procedures**
 - Many IB systems are not intuitive and can be difficult to navigate; response times need improvement
- **Improve feedback and general communication between the IB and schools**
 - More information is needed from Assessment to make informed decisions about teaching and learning