IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

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The future of IB programme evaluation

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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.
Who’s who on the GSS team?

Andrew Atkinson  
School Services  
Director

Pamela Bender  
Head of Pre- 
Authorisation Services

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Erin McVadon Albright  
Head of Post- 
Authorisation Services

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Manager of Post- 
Authorisation Services
Key regional school service colleagues

Fidelis Nthenge

Katrin Fox

Margareth Harris

John Sauer
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
Programme evaluation improvements: Continuum schools

- Continuum standard developed and piloted
- New multi-programme guide and self-study questionnaire for 2015
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
Online educator feedback html software

 Rolled out this month!
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.
Quality assurance surveys

- Mean of overall Quality of the self study Process:
  - Role Coordinator: 7.71
  - Role Head of School: 8.15

- Mean of overall Quality of the self study Questionnaire:
  - Role Coordinator: 7.83
  - Role Head of School: 8.17
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
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
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
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
What will be evaluated?

- 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
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
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
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
Evaluation review
*A future look*

The next generation of programme evaluation?
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?
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
Future systems design. IB Docs to PIMS
Questions? Comments? Feedback?

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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
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