

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

1233a3b3c3d3e45677a7b89+ 9a

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)

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: A

Practice in place? Yes ▾

Examples of findings of the team: ✓ +

↶ ↷ 📄 ☰ A ▾

Rolled out this month!



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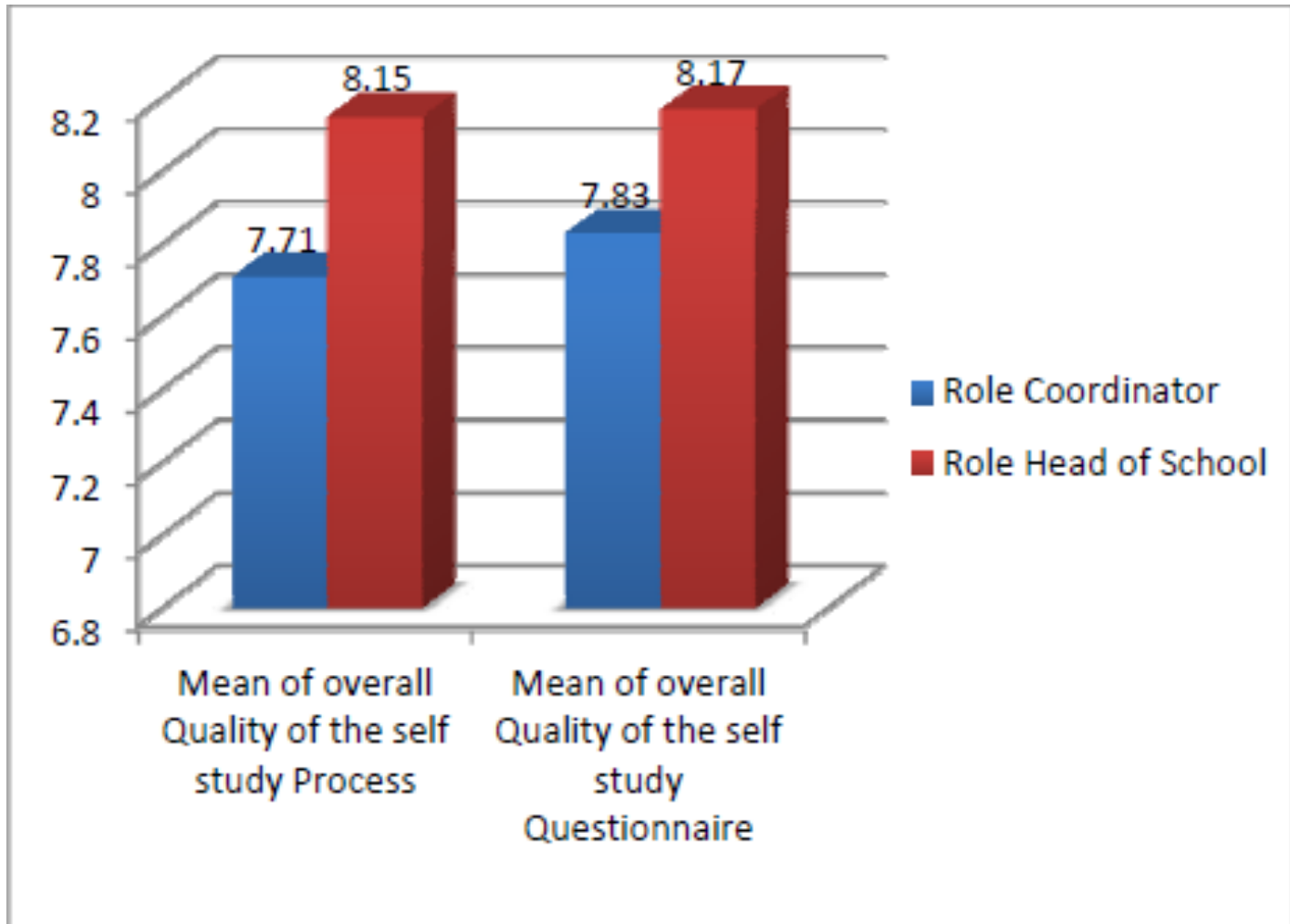
Online educator feedback html software

- 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