

Claremont

Evaluation Center

A STUDY OF THE IMPLEMENTATION AND IMPACT OF THE MYP: NEXT CHAPTER



Summary Report III
March 2019

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The Claremont Evaluation Center is extremely grateful for the considerable time and energy all participating schools contributed to this study. Their willingness to share their experiences made survey responses and site visits a highly valuable exploration of MYP implementation.

This report is made possible by the gracious accommodations of MYP school leaders, coordinators, teachers, and students.

EXECUTIVE SUMMARY

Overall, IB World Middle Schools appear to have maintained their implementation of MYP: Next chapter at a level that typically meets IB expectations. However, there is some evidence of plateauing implementation.

Implementing new ideas is a complex phenomenon, particularly in the context of schools. Across the globe, research on implementation science suggests that new “ideas” (i.e. projects, policies, interventions) are rarely implemented as originally designed, and that a number of challenges interact with these original ideas to shape the way they are translated into practice. At the same time, research on educational interventions also suggests a link between quality of implementation and the impact of these interventions on end users (Albers & Pattuwate, 2017).

For these reasons, understanding implementation is a critical step in programme evaluation. Within that context, this report reflects a third phase of research into MYP: Next chapter implementation. Building on findings described in the *2017 Summary Report I* and the *2018 Summary Report II*, this report aims to provide a point-in-time snapshot of MYP implementation in the 2017-2018 school year. It also explores high-level changes in implementation from the 2016-2017 school year, as well as factors that help (or hinder) MYP implementation. It follows two years of previous research (surveys & site visits) that form part of a multi-year research effort exploring the MYP: Next chapter’s implementation and impact.

This report

This report is the third in a series of summaries that will be shared over the life of this research project. It summarizes findings from the second round of performance monitoring data collection in which more than 2,500 MYP teachers, and more than 17,000 MYP students completed online performance monitoring surveys. In addition, 18 schools took part in intensive case study visits featuring classroom observations, student focus groups and teacher/administrator interviews.

This data collection was designed to: (1) document how schools have translated and implemented the changes to MYP, and (2) deepen our understanding of factors that best support

MYP: Next chapter implementation across a wide range of contexts. This report is accompanied by a 2018 Technical Report for those seeking additional detail.¹

There will be one final round of data collection (surveys & site visits) in 2019. This final round of data collection will allow us to explore changes in MYP implementation over time, continue to deepen our understanding of strategies for supporting MYP implementation, and test whether these changes bring about the anticipated outcomes for students, teachers, and schools.

Key Findings

Results from the 2018 surveys and site visits suggest six key findings:

1. *Many schools appear to be implementing MYP consistent with IB expectations.* For each of the curriculum components explored in this study, teachers' self-reports suggest that upwards of 90% of teachers are, overall,² meeting IB expectations. With that said, there remains considerable variability in the use of specific implementation practices. And while most of those who took part in this study met IB expectations for implementation *overall*, there were a number of specific practices for which sizeable proportions of teachers did not yet meet expectations. Interdisciplinary Planning and Service as Action are examples of this observation.
2. *Implementation trends have remained steady over the past two years.* Survey data indicates there have been no significant changes in the overall MYP implementation trends³ when comparing the first and second years of the PMF survey. This is positive, in the sense that IB World Schools do not appear to have experienced the implementation “dips” that are common in educational interventions; however, it also means there are ongoing opportunities for growth and improvement.
3. *Student-level outcomes have also remained steady over the past two years.* Findings also suggest that student outcomes have remained steady across the two years, with no substantial increase or decrease in student-level outcomes from the first to the second PMF survey.
4. *Similar to previous years, written curriculum requirements tend to be prioritised over embedding MYP concepts into everyday learning experiences. Practices requiring*

¹ This report is available on request by emailing mycurriculum@ibo.org.

² Percentages are reported based on an overall aggregate of teachers' responses to items relevant to each curriculum component. It is therefore possible for a teacher to “exceed” expectations overall, but still fall below expectations on some items.

³ This refers to the average implementation scores across all schools taking part in the 2018 survey.

collaboration with other teachers also remain more challenging. Consistent with 2017 findings, many educators tended to prioritise written curriculum requirements, such as writing key and related concepts, Approaches to Learning, or Global Contexts into unit plans, over embedding these ideas into everyday learning experiences. Additionally, tasks that require teachers to collaborate (e.g., Interdisciplinary Planning, Vertical Articulation) with others tended to occur less frequently than those educators can perform independently.

5. *Ensuring that there is “whole school alignment” in support of MYP implementation appears to be critical to implementation success.* A core finding from this year’s research is that whole school alignment (i.e., aligning processes across the school to support MYP implementation) was critical to implementation success. Where school structures were consistently aligned to support MYP implementation, adherence and quality tended to be higher. Conversely, where these processes were out of alignment, adherence and quality tended to be lower. The role of the MYP Coordinator as a pedagogical leader appears *critical* in this regard.
6. *Additional facilitators and barriers include length of time implementing MYP, subject area, resourcing, and collaboration.* This year’s study identified a range of additional facilitators and barriers. For the IB MYP, one critical facilitator (and barrier) is a teacher’s subject area. Specifically, science and maths teachers report lower levels of implementation, and more frequent challenges implementing MYP: Next chapter than teachers in other subject areas, such as Individuals and Societies, or Language and Literature. The opportunity to collaborate with other teachers was also a consistent facilitator across the schools, and quality MYP implementation was observed when the school structures supported these collaborative efforts.

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BACKGROUND

This report represents findings from the second round of performance monitoring surveys and case study site visits.

This document is a high-level summary of findings from the third year of the Claremont Evaluation Center’s study into the implementation and impact of the MYP: Next chapter. This report describes findings from (1) teacher and student performance monitoring surveys, and (2) school case studies, undertaken during 2018, and focuses primarily on understanding the nature and quality of MYP: Next chapter implementation.

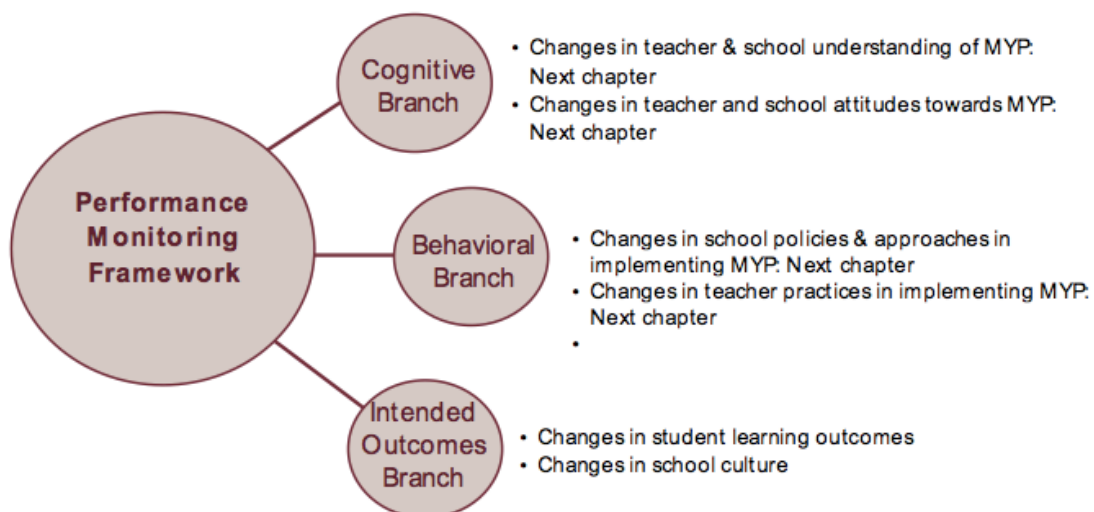
Performance Monitoring Surveys (PMF)

Between March and May 2018, **2,585** MYP teachers and **17,543** MYP students completed online performance monitoring surveys. These surveys were designed to capture implementation and outcomes related to the MYP: Next chapter Performance Monitoring Framework (PMF).

The Performance Monitoring Framework (PMF) identifies critical areas of MYP: Next chapter implementation, along with intended outcomes, across three core “branches” (see Figure 1):

1. A **cognitive branch** that focuses on changes in teacher attitudes and understanding.
2. A **behavioral branch** that focuses on changes in school policies and teacher practices.
3. An **intended outcomes branch** that focuses on changes in student learning and school culture.

Figure 1: Branches of the Performance Monitoring Framework



The PMF was developed in 2017, in collaboration with the MYP Research Advisory Committee⁴ and a group of MYP representatives who were heavily involved in the MYP: Next chapter redesign. The group assisted in generating the survey items and participated in a standard setting exercise that helped us understand what performance on various framework items looks like for different levels of implementation achievement. Identifying standards is a critical stage in the performance monitoring process, as it allows for clearer interpretation of findings, and also helps prioritize next steps by highlighting gaps between actual and expected performance.

Standard Setting Procedures. Poister et al., (2015) note that a critical step when building a performance management system is setting standards to define what results are expected. While there is no set procedure for setting standards, Poister et al., (2015) advise that this process be guided by the following principles:

- That it be inclusive and captures the perspective of all key stakeholders.
- That they be comprehensive and address all indicators.
- When disagreement occurs, discussions should be held to clarify and understand the disagreements until resolved.
- That they differentiate service standards (which define implementation processes) and performance standards (which define outcomes).

Across each of these branches, performance monitoring surveys examined nine MYP components: global contexts, concept-driven teaching, vertical articulation, service as action, interdisciplinary planning, approaches to learning, eAssessments, building quality curriculum and subject group flexibility.

Survey response rates

In 2018, the CEC invited **1,826** schools to participate in two performance monitoring surveys, with **2,585** teachers and **17,543** students fully completing the surveys. Participating teachers and students represented **422** schools, approximately **23%** of those invited to take part.

The majority of participating teachers worked at private international schools (53.1%) and one quarter of the teachers worked at private national schools (26.1%). The remaining teachers indicated that they taught at public schools (17.7%) or “other” types of schools, such as non-profits and religiously affiliated schools (3.2%). In comparison to the broader MYP community, independent schools were over-represented in this sample.

⁴ The current committee includes members from MYP Development, the IB Research Department, Assessment, Professional Development, School Services, and representatives from two IB World Schools (Heads of School and MYP Programme Coordinators).

Teachers and students from the Asia Pacific and the Africa, Europe and Middle East, and Americas regions were all represented, with the majority of student responses coming from the IB Americas region (54.46%). In this way findings reflect a considerable, though certainly not complete representation of MYP schools.

Case Studies

During 2018, the CEC also conducted 18 school case study visits. Each visit lasted one or two days, and were designed as a second year follow up to help deepen our understanding of factors that support MYP implementation across a wide range of contexts. In total, **18** schools participated in case study visits, representing **11** different countries: Canada ($n^5 = 2$ schools), Hong Kong ($n = 2$), India ($n = 1$), Jordan ($n = 2$), Malaysia ($n = 1$), Mexico, ($n = 3$), the Netherlands ($n = 1$) Portugal ($n = 1$), Taiwan ($n = 1$), United Arab Emirates ($n = 1$), United States ($n = 3$). Schools were purposively selected based on responses to the 2016 implementation surveys, with the goal of capturing as diverse a range of perspectives as possible. Sixteen of the schools visited in 2018 were the same schools as those visited in 2017. Among participating schools:

- 4 sites were state schools and 14 were independent schools. One was a member of the SÉBIQ (Quebec-based and francophone IB schools) group.
- 3 schools had participated in eAssessment.
- Schools had a range of exposure to the MYP. One school was undergoing its consultation process, one had submitted its request for authorization, and the remainder were authorized IB schools, with authorization years ranging from 2006 to 2016.

⁵ n represents the number of schools.

FINDINGS

Finding 1. Many schools appear to be implementing MYP consistent with IB expectations.

For each of the curriculum components, teachers' self-reports suggest that upwards of 90% of teachers are, overall,⁶ meeting IB expectations (see Figure 1).

This was broadly consistent with case study findings, which also found that most schools were implementing MYP in a way that was likely to meet or exceed IB expectations. However, there remains considerable variability in the use of specific implementation practices. Although most teachers met IB expectations for implementation *overall*, there were a number of specific practices for which sizeable proportions of teachers did not yet meet expectations.

In particular, Interdisciplinary Planning and Service as Action continue to be comparatively more challenging, largely due to the logistical challenges and time constraints that appear to accompany these curriculum components. For example, about 20% of teachers responding to the online survey were not yet meeting IB expectations on a range of implementation practices related to Interdisciplinary Planning (e.g., meeting with other teachers to collaborate specifically on interdisciplinary unit plans, referencing content being taught in other classes) and Service as Action (e.g., providing students opportunities to help solve problems in their community or engage with their local community).

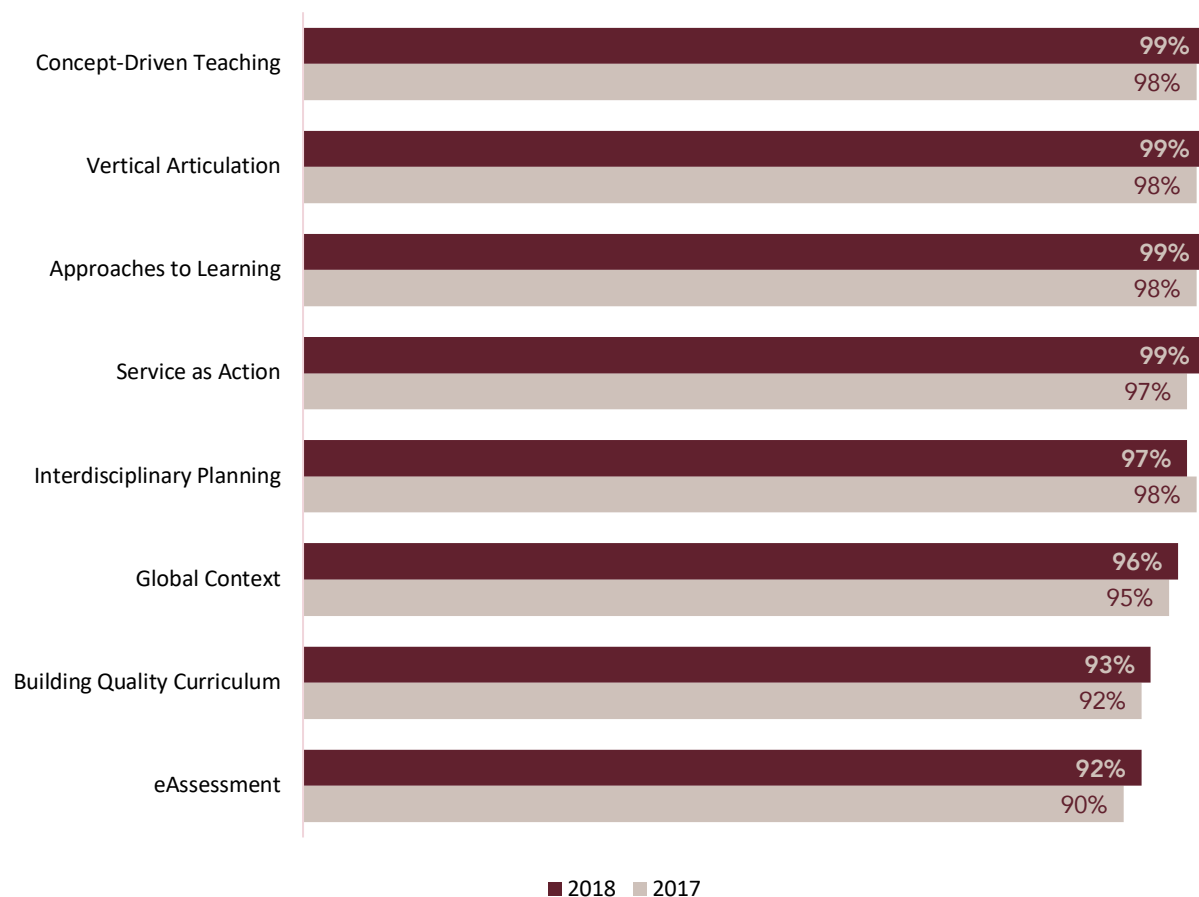
In summary, while implementation broadly appears to meet IB expectations, there remain a number of individual implementation practices that continue to have potential for improvement.

⁶ Percentages are reported based on an overall aggregate of teachers' responses to items relevant to each curriculum component. It is therefore possible for a teacher to "exceed" expectations overall, but still fall below expectations on some items.

Finding 2. Aggregate-level implementation has remained steady over the past two years. There is also evidence of progress at individual sites.

Survey data indicates that the percentage of teachers meeting and/or exceeding expectations remains high and that there has been no significant change in aggregate-level⁷ MYP implementation when comparing the first and second years of the PMF survey (see Figure 1).

Figure 2: Percentage of teachers meeting or exceeding expectations, 2018 and 2017



There are also signs of improvement at individual schools. During the 2018 site visits, the CEC observed more frequent and explicit in-class discussions of core MYP components such as Key

⁷ This refers to the average implementation scores across all schools taking part in the 2018 survey.

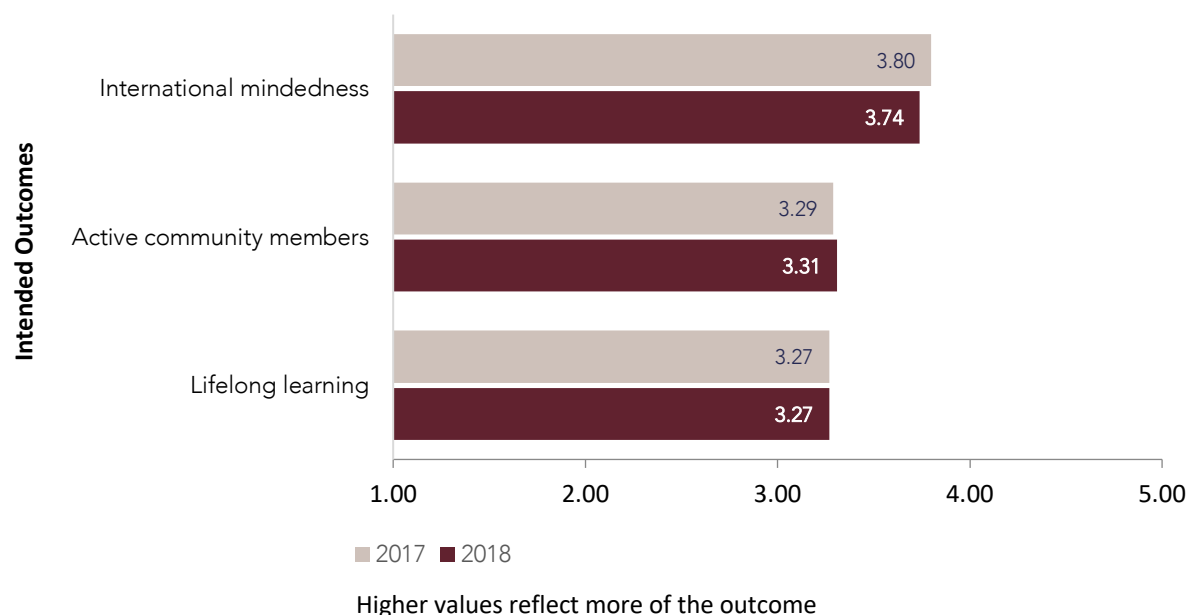
Concepts, Global Contexts and Approaches to Learning. Site visitors also saw more intentional connections between these curriculum components and in-class learning experiences than were observed in 2017.

Finding 3. Student-level outcomes have also remained steady over the past two years.

For the purposes of this study, performance monitoring surveys collected data on three high-level *student* outcomes: (1) international mindedness (primarily connected to Global Contexts), (2) lifelong learning (primarily connected to Approaches to Learning), and (3) active community members (primarily connected to Service as Action). Survey questions for these outcomes are drawn from previously validated scales and are reported as a composite (i.e., overall) score for each student, with higher numbers reflecting “more” of these outcomes of interest.⁸

The survey data suggest that student outcomes have remained steady across the two years, with no substantial increase or decrease in student-level outcomes from the first (2017) to the second (2018) PMF survey (see Figure 2).

Figure 3: Average student outcome scores in 2017 and 2018



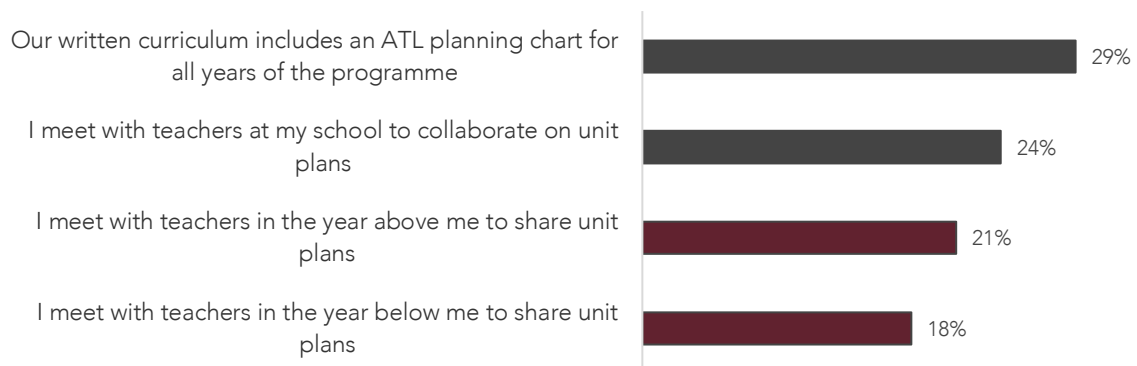
⁸ Outcomes reported on a five-point scale where higher values reflect more of the outcome of interest.

Case study findings also suggest that when MYP curriculum components were authentically articulated and made explicit to students, students tended to find the material more understandable, meaningful and relevant.

Finding 4. Written curriculum requirements still tend to be prioritised over embedding MYP concepts into everyday learning experiences. Practices requiring collaboration with other teachers also remain more challenging.

Consistent with 2017 findings, many educators tended to prioritise written curriculum requirements, such as writing key and related concepts, Approaches to Learning, or Global Contexts into unit plans, over embedding these ideas into everyday learning experiences. This was observed in both case study and survey data. This is an area where considerably more teachers did not meet IB expectations for practices related to in-class learning experiences. This was reflected in lower ATL and Teacher Collaboration (Figure 3), where tasks that required teachers to collaborate with others—either through formal or informal collaboration, or through whole-of-school planning—tended to occur less frequently (Figure 3). These practices are viewed as critical to the revised MYP curriculum framework, and it appears that schools are struggling with these activities. Case study findings suggest this is largely because it is difficult to find the time to meet with others unless it is formally built into their timetable.

Figure 4: Percentage of teachers not yet meeting collaboration expectations

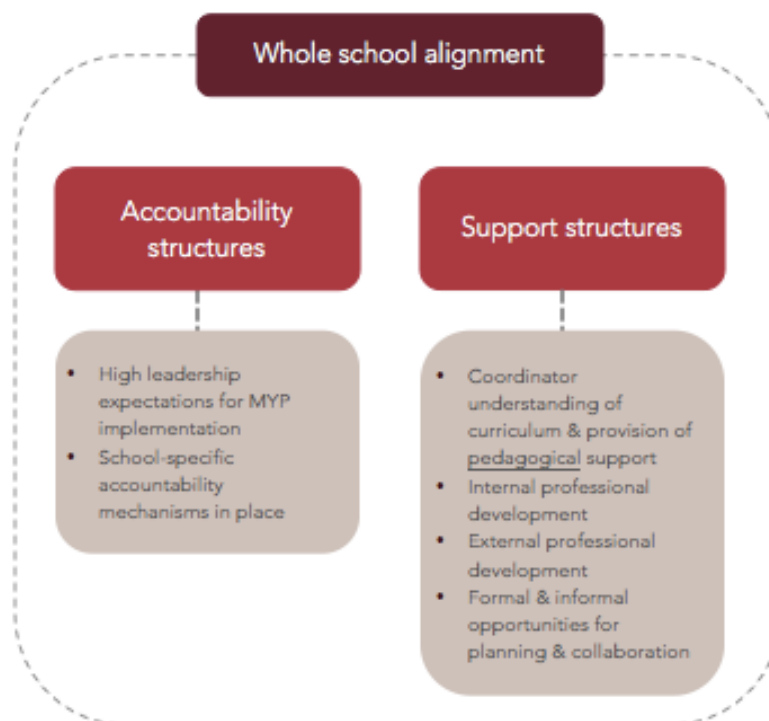


Finding 5. Ensuring that there is “whole school alignment” in support of MYP implementation appears to be critical to implementation success.

A core finding from this year’s research is that whole school alignment, which means aligning processes across the school to support MYP, was critical to implementation success. Where school structures were consistently aligned with MYP, adherence and quality tended to be higher. Key implementation features supporting whole school alignment are categorized into two domains (Figure 4):

- 1) **Accountability structures**, which included school leaders’ expectations for high implementation and provision of support, and built in accountability mechanisms (e.g. regular MYP implementation progress meetings).
- 2) **Support structures**, which included coordinator understanding and provision of pedagogical support, formal and informal opportunities for planning and collaboration, and ongoing opportunities for professional development.

Figure 5: Whole school alignment through accountability and support



Conversely, where these processes were out of alignment, adherence and quality tended to be lower. In this way whole school alignment was supported when there was a combination of MYP Support Structures and MYP Accountability Structures.

Finding 6. Additional facilitators and barriers include length of time implementing MYP, subject area, resourcing, and collaboration.

In addition to whole school alignment, the following factors appeared to play influential roles in the quality and depth of MYP implementation at IB World Schools.

- **Subject area.** Across the board, implementation quality varied by subject. These findings were supported by both survey and case study data in which science and math teachers reported greater difficulties embedding Key / Related Concepts, Global Contexts, and Approaches to Learning into the classroom. Typically, teachers in these subjects described a lack of understanding about how, practically, they could authentically embed MYP curriculum frameworks into their subject areas.
- **Resources.** Consistent with 2017 findings, schools' level of resourcing played a critical role in supporting implementation. Survey data indicate that teachers who feel their schools have sufficient resources tend to describe higher levels of implementation than those who feel their schools do not have sufficient resources to implement MYP. Case study findings suggest this often manifests itself through a school's ability to provide ongoing professional development support.
- **Collaboration.** The most effective forms of staff collaboration consisted of frequent formal and informal collaboration opportunities that also involved school leadership (i.e., administrators and Coordinators). For example, one site utilized What's App (i.e., a text-based phone app that allows for group-based texting over wi-fi) so that all teachers could share information and get questions answered quickly. At the same time, the least effective collaboration practices were found at schools that relied on informal meetings between teachers in the absence of any formal planning time.
- **Length of time implementing MYP.** Survey findings suggest that schools who began implementing MYP: Next chapter earlier tended to implement with greater adherence than those who began later. However, effect sizes were small, meaning that length of time implementing MYP: Next chapter does not explain a large amount of the differences in program adherence. Therefore, other factors must play a role in schools' adherence to the

MYP. Case study findings also found evidence for a relationship between time and implementation quality / adherence, with schools emphasizing three reasons for this link: 1) it takes teachers and students time to adjust to MYP: Next chapter, 2) many schools adopted a staged approach to MYP implementation (i.e., adopting and perfecting one implementation strategy before adopting the next), a process that necessarily takes time and 3) the passage of time allows for trial and error that helps schools adapt the MYP to their unique context.

Other General Barriers to Implementation. In 2018, the majority of the barriers to effective implementation discovered during site visits were consistent with 2017 findings. These included the following:

1. Limited time for planning and learning due to:

- Existing demands on staff's time
- School schedules/logistics
- Competing standards

2. Limited teacher and staff understanding regarding:

- Differentiation of needs in student assessments
- Content vs. concept meshing for STEM teachers
- Staff turnover
- A lack of resources allocated to ongoing professional development

3. The general complexity and demands of the curriculum

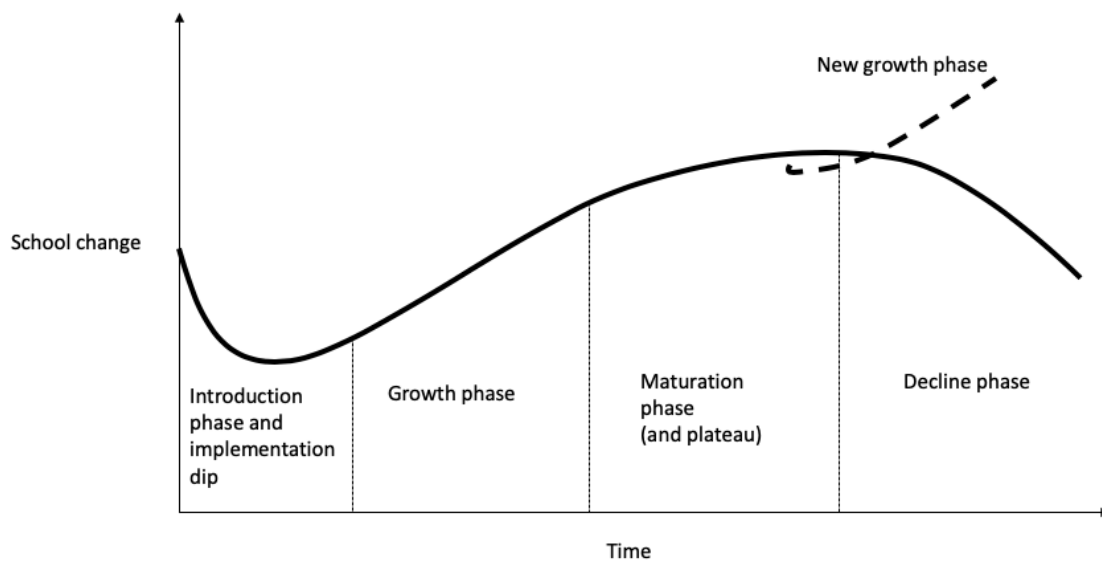
- Understanding the various terms and how they are operationalized
- Not enough opportunities for professional development to aid understanding

WHAT DOES THIS MEAN?

Overall, IB World Schools appear to have maintained their implementation of MYP: Next chapter at a level that typically meets IB expectations. However, there is some evidence of an implementation “plateau.”

It is valuable to read the above findings in the context of broader research on implementing educational innovations (e.g. Fullan, 2004), which increasingly suggests that implementation does not follow a linear process of continuous progression (see Figure 5). Instead, much of this research suggests that educational interventions tend to experience “implementation dips” or “implementation plateaus,” where implementation either declines or stands still as educators either return to “old ways” or get “stuck” as they encounter persistent challenges—such as difficulties finding time to collaborate with others.

Figure 6: Implementation of educational interventions



In the context of this broader research, the above findings are positive in that aggregate-level data suggests MYP: Next chapter implementation generally meets IB expectations and has been sustained over time. That is: no implementation dip has been observed. At the same time, however, there is evidence of a potential implementation plateau, rather than evidence of

continued growth in areas of continued challenge or difficulty. Consequently, schools may require additional resources, supports or actions to encourage further growth (and avoid potential implementation decline)—essentially, resources to encourage what Fullan (2004) calls an **adaptive breakthrough** in which a system’s persistent challenges are addressed and overcome.

What does this mean for the IB?

This study also suggests a number of key messages for representative from departments across the IB (e.g. MYP Programme Development, the IB Educators Network, Professional Development Staff):

1. *Review support materials designed to translate the written curriculum into the taught curriculum.* Consistent with last year’s findings, this year’s study suggests that teachers continue to prioritise written curriculum requirements over the taught curriculum. For this reason, it is recommended that IB programme development staff review the supply of support materials that demonstrate what high quality in-class integration of MYP curriculum components might look like.
2. *Review current support materials to ensure there are adequate subject-specific materials, particularly in those subject areas (i.e. mathematics, science) where teachers have greater difficulty with the MYP: Next chapter curriculum framework.* Similarly, this year’s findings continue to show that teachers in specific subject areas experience greater difficulty with the MYP: Next chapter curriculum than those in other subject areas. As a result, it may be beneficial for IB to review the breadth and depth of materials available for teachers in these subject areas.
3. *Review support materials designed to articulate and support the role of the MYP Coordinator.* Findings from this study suggest the MYP Coordinator plays a critical role in MYP implementation. When MYP Coordinators understand the MYP curriculum framework, and have the time and capacity to provide pedagogical leadership, implementation tends to be higher. For this reason it is recommended that IB review the structures and materials currently available to support and enhance the MYP Coordinator role.
4. *Critically reflect on the level of resourcing required to implement MYP well.* Across the three years of this study, resourcing has consistently been shown to predict levels of MYP implementation, with teachers at schools with higher levels of resourcing also reporting higher levels of implementation. While this is not surprising, it also raises important questions for the IB about the needed level of resourcing required for schools to be able to

implement MYP well? If high quality implementation requires, for example, considerable time and resource investments to ensure opportunities for ongoing professional learning, what are the implications of this for the accessibility and scalability of the MYP curriculum?

5. *Continue exploring the idea of differentiated levels of support for schools with more limited resources.* Related to this, it may also be valuable to reflect on the types of support available for schools with more limited resources so that support levels and types are connected to school needs.
6. *Consider investing in research on techniques for teacher collaboration even when time is limited and face-to-face meetings are not possible.* Finally, given the importance of collaboration to high quality MYP implementation, and the challenges related to *finding time* to collaborate, it may be advantageous for the IB to explore innovative strategies for teacher collaboration in contexts where face-to-face collaboration is not possible.

What does this mean for Heads of School and MYP Coordinators?

Additionally, this research suggests a number of key messages for Heads of School and MYP Coordinators:

1. *Do a 'stock take' of your school's whole school alignment with respect to MYP: Next chapter.* Given the critical role that both accountability and support structures appear to play in MYP implementation, it is recommended that Heads of School and MYP Coordinators review the extent to which their school's MYP implementation works in alignment. Findings from this study suggest that schools with aligned approaches to MYP implementation tend to implement with greater adherence and quality. Consequently, school leaders are encouraged to ensure they explicitly combine high expectations with accountability mechanisms *as well as* ongoing support for MYP-specific learning and development.

Illustrative quote: "So in the case of interdisciplinary units...What we did with that is we held a lot of conversations with student focus groups just to take in... some of the bigger idea or issues or areas that they wanted to understand a little bit better. We went through the same process with other teachers as well...one of the main issues was the kids here were interested and a lot of it was very informed by recent events and outcomes...We came to the conclusion that in terms of the content for the interdisciplinary units, [our city] provided a lot of really interesting content, so we decided that's what we were going to do... the intent is that students will have interdisciplinary learning experiences but they will also learn about more about [our city]" - MYP Coordinator

2. *Create opportunities for your MYP Coordinator to play a pedagogical leadership role.* Critical to the provision of MYP-specific support is an MYP Coordinator who not only plays an administrative role, but also offers pedagogical leadership to MYP teachers. School leaders are encouraged to ensure MYP Coordinators have opportunities to (1) build their understanding of high-quality MYP implementation, and also (2) have the time and capacity to provide teachers with pedagogical support.
3. *Continue looking for ways to provide ongoing professional learning opportunities to educators at your school.* Consistent with the previous year's report, findings from this year suggest that schools who have established structures to support long-term continuous teacher learning about MYP tend to implement with higher levels of understanding. Consequently, school leaders are encouraged to take steps to ensure their own professional learning programmes offer ongoing opportunities to continually build capabilities across the MYP curriculum.

Illustrative quote: "If I see that someone is not implementing the MYP correctlywe don't blame the teacher, we blame ourselves, because it's like, 'How can I help her or him? How can we give them the best possible information? Maybe they're overwhelmed, maybe they are struggling between content, classroom management and concept,' so we try to give them strategies...we provide links for useful practices of IB, so we try to give them all the support that they can have and then most of the time it is rectified once you give them all the support and make them feel like they're not being attacked, you're not being judged we know that you are new and this is all... you cannot expect someone who is new to just have that, so we try to support them." -MYP coordinator

4. *Ensure there are formal opportunities for teacher collaboration embedded into teachers' timetables.* As with last year's findings, it is also recommended that schools continue to seek out opportunities for embedding formal collaboration time into teachers' timetables; and, where this is not possible, exploring alternate avenues for teacher collaboration (e.g. online platforms) that might replicate a collaborative experience without the face-to-face component.

The following is an example from the case studies to help illustrate many of these recommendations:

Joanne has been a principal at a private IB school for the past 7 years. She has a thorough understanding of IB vernacular and requirements and believes in the power of the MYP to create reflective, critical thinking world citizen. To help teachers at her school understand what effective MYP implementation looks like and create an environment that supports the implementation of MYP, Joanne engages in several practices.

First, Joanne understands for everyone to be moving in the same direction teachers at her site need to share a similar understanding of the MYP Next Chapter content. When teachers come to her with questions or problems, she points them to other, more experienced teachers that have answers to those questions or know where to find them. She recognizes that this not only increases teacher understanding, it also increases collaboration.

Second, Joanne recognizes that fulfilling strategy requirements and implementation objectives at her site requires school-wide planning. At least once a year, she organizes school-wide planning meetings. During these meetings, staff vertically integrate approaches to learning into the school wide-curriculum, designate opportunities for staff to engage in ongoing curriculum planning, identify opportunities for students' community engagement, and decide how the MYP curriculum is being embedded into teachers' unit planners. Prior to these meetings, teachers are required to submit their unit planners to the principal and MYP Coordinator for review. This helps leadership ensure that teachers are moving beyond the check-the-box approach to unit planning and thoughtfully creating activities that support student learning. Throughout the year, Joanne follows up on these plans by observing teachers' classes, attending planning meetings, and engaging with teachers in private conversation to address patterns of deviation from high quality implementation.

Finally, as a result of these ongoing observations, Joanne is acutely aware of teachers at her school who are implementing MYP with the highest quality. As this school, like most, faces almost constant teacher turnover, it has clearly established practices for on-boarding new staff. As part of this onboarding, new staff are required to perform class observation of these high-quality implementers.

What does this mean for teachers?

1. *Continue looking for opportunities to grow and improve your own practice.*

Acknowledging the potential for implementation dips and plateaus, individual teachers are encouraged to critically reflect on their own MYP: Next chapter implementation and to continue identifying areas for growth and improvement, working with MYP Coordinators to build a shared understanding, and shared capacity to implement the MYP: Next chapter changes.

Illustrative quote: “I think sometimes the biggest challenge is we’re doing all of these things, but we don’t actually identify it and don’t know that we’re teaching these skills, so I think for me, it’s looking at the ATL skills track and - it’s very easy then when I actually [go] through and I think, yeah, I do these in particular units. I guess the challenge is...explicitly teaching it and how much time do you spend on it, like what is a sufficient amount of time to teach kids and negotiate effectively for example” – MYP Teacher

2. *Advocate for structural supports that facilitate collaboration within and between subject-matter teachers.* Given the importance of collaboration as a predictor of high-quality implementation, we would encourage teachers to work with the school administrators and MYP coordinators to develop structural opportunities for formal or informal collaboration. Also consider alternative communication methods to facilitate these efforts.

3. *Work with MYP coordinators and Heads of School to identify strategies for adapting written curriculum into classroom instruction.* Finding opportunities and examples for how to translate the written curriculum into regular classroom instruction would contribute to the implementation of MYP curriculum framework. Working with MYP coordinators can help facilitate this process, for example, teachers could work with their MYP Coordinator to cross-check their understanding of what MYP implementation looks like in practice, or their beliefs about teaching and learning.

Illustrative quote: “I think it’s been getting better each year, we certainly get a lot more stand-alone projects, a lot more student-lead projects that are happening from our older students...our aim is... we’d like to find more ways to have it come out of the curriculum as well and I think that’s been our struggle a little bit more, is how do you make that happen through the units of work? You know? You might have a kind of advocacy related type elements, but we’re kind of wanting to get up ... you know is there other ways that we can imbed service in to the curriculum. There’s a lot of opportunities around I think, it’s just a matter of finding out how to do that” – MYP Teacher

CONCLUSIONS & LIMITATIONS

Findings from this study remain consistent with broader research on implementing educational interventions. While implementation remains steady at a level consistent with IB expectations, there is also variability in specific practices, and considerable proportions of educators are not meeting IB expectations for certain MYP practices. Specifically, the domains of ATL and conceptual understanding are viewed as critical to the revised MYP curriculum framework, and it appears that schools are struggling with these two domains. The idea is that the priority should be one these elements rather than equal priority on everything. At the same time there is also some evidence of an implementation “plateau”, in which implementation stands still, rather than continuing to progress and improve.

Therefore, while findings are, for the post part, positive, there is also value in looking for opportunities to spark an adaptive break through so that these areas of continued challenge and difficulty can be addressed.

Limitations

The research team acknowledges a number of limitations to this study that should be taken into account when interpreting findings, namely:

- Findings from the survey component of this research are largely based on self-report and should therefore be interpreted with caution, as they reflect teacher perceptions of implementation rather than external, objective assessments of the curriculum framework. Broader research on fidelity of implementation in school contexts suggests educators are often more positive about their level of implementation than external reports of implementation (O’Donnel, 2008).
- Although this year reflects the second round of performance monitoring surveys and school case study visits, data collected each year was not always collected from the same educators or students. For that reason, it is difficult to make confident claims about change over time.
- Finally, although a large number of MYP teachers, coordinators, and students completed the PMF surveys, these represent only 23% of MYP schools. While findings are nevertheless reflective of a large portion of MYP schools it is possible that those who took part in this study differ in some substantial way to those who did not take part. For this reason, the CEC team encourages all MYP schools to participate in future rounds of this research.

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