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Introducing a new approach to IB programme evaluation

February 7, 2020
IB Mid-Atlantic Association

Meeting outcomes

During our time together, we will :

- Quickly review the 2020 Programme standards and practices
- Explore the shift to a developmental model
- Review the redeveloped evaluation process
- Review the transition timeline

https://www.123rf.com/photo_17320284_abstract-word-cloud-for-understanding-with-related-tags-and-terms.html

Overview

Section 1

2020 Programme standards and practices

2020 Programme standards and practices

The standards and practices framework

Introduction
What are the programme standards and practices?

Purpose
Sharing an important mission

Environment
Providing essential structures, systems and resources

Culture
Creating positive cultures

Learning
Ensuring effective education

IB PHILOSOPHY

PURPOSE

LEARNING

CULTURE

ENVIRONMENT

SCHOOL CONTEXT
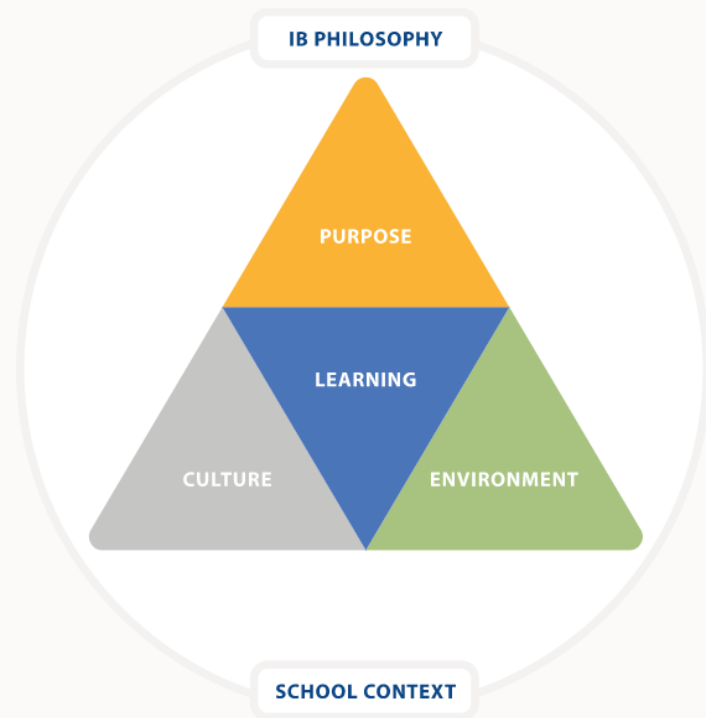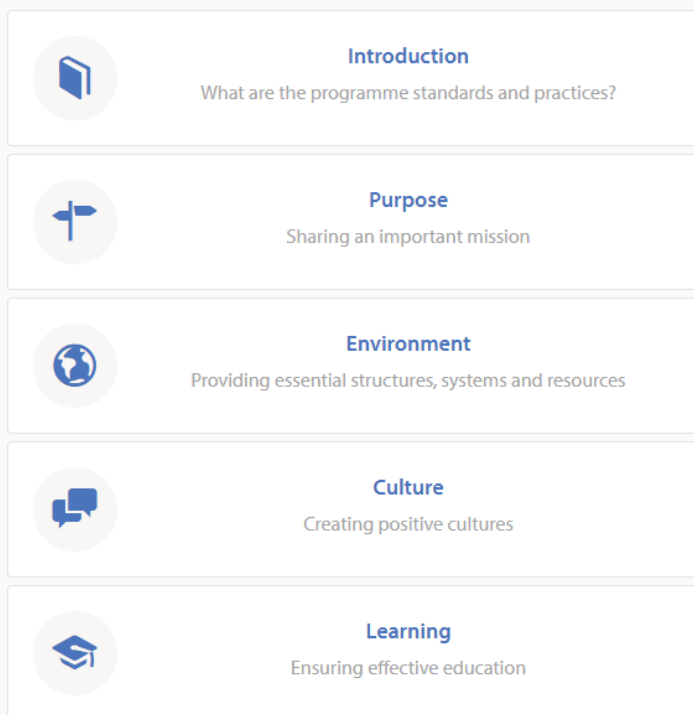
The takeaway:
Familiar components. Shift in approach. Better experience. Improved outcomes.

Familiar structure ➕ **Redeveloped content and process** ➖ **Significant improvements for schools**

*Familiar structure: self-study, visit (or reading) and report

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Shifts

- Greater focus on school learning
- Understanding schools as evolving systems, not as collections of discrete practices

The redevelopment uses what we know and believe about learning and applies it to the programme evaluation experience to drive school learning.
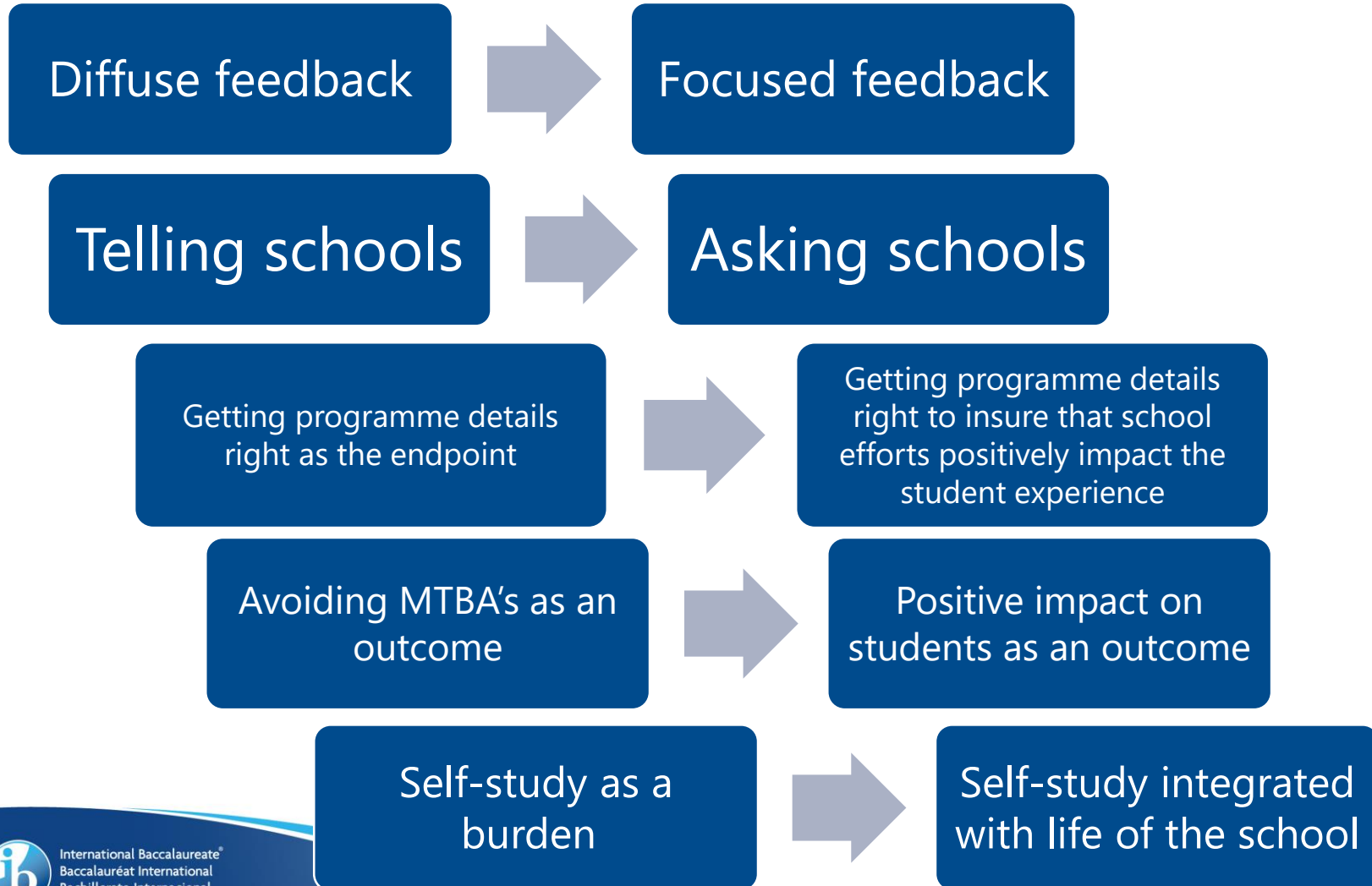
https://stephenjgill.typepad.com/performance_improvement_b/organization-culture/page/14/

Shifting toward learning

Less of…   **More of…**

| Diffuse feedback | → | Focused feedback |

| Telling schools | → | Asking schools |

| Getting programme details right as the endpoint | → | Getting programme details right to insure that school efforts positively impact the student experience |

| Avoiding MTBA's as an outcome | → | Positive impact on students as an outcome |

| Self-study as a burden | → | Self-study integrated with life of the school |

Keeping what works

What won't change

- The programmes

- Expectations that schools meet requirements

- Reflection as the primary impetus for change in the school's programme(s)

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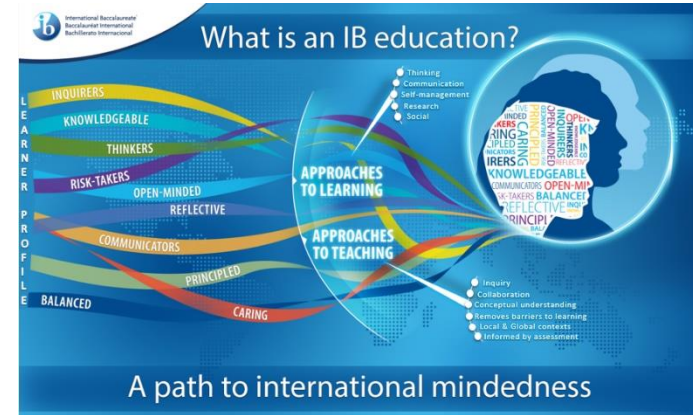
Improvements to self-study process

Self-study questionnaire
- Shorter, simpler, to be completed online

Programme documentation
- From authorization onward, documentation (i.e. policies, curriculum) is updated annually (or as needed) to ensure consistent review and implementation

https://www.healthcatalyst.com/success_stories/culture-of-continuous-improvement-mission-health

Improvements to visits and reports

Visits

Focus on programme development and school learning

All DP schools will be visited for first evaluation

Reports

Feedback will be forward-looking and help school leaders set direction

Will provide more meaningful feedback that reflects the school context

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Components of programme evaluation model

Section 2

Preliminary review

The school reviews, updates as necessary, and submits:

- school information

- required programme documentation*

- plans to address any requirement identified by the school as not in place that can't be addressed before visit.

- the IB confirms that the programme documents and plans meet IB guidelines

*Very little change to programme documentation currently required.

Preliminary review checklist provides clear, consolidated list of what is needed

- Documentation checklist is in *the Guide to programme evaluation*

- The requirements or specifications that apply to the document are included.

- Also included: a summary of what "meets expectations" for the document.

Document	Practice and requirements	"Meets expectation"
Academic integrity policy	**Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)** Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100) Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200) Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)	The academic integrity policy: · makes the school's philosophy clear and is aligned with IB guidelines · describes the rights and responsibilities of the school community · articulates responsibilities for teachin a variety of practices related to academic integrity and reflects its five fundamentals, honesty, trust, fairness, respect, and responsibility. · clearly states what is good practice, what is misconduct, and what actions are to be taken if there are transgressions. Reviewed within the last five years.

Reflective self-study

- Self-assessment of the school's fidelity of implementation of the IB programme(s) as expressed in the IB programme standards and practices.

- Reflection and analysis of programme development at the school. Schools will select an aspect of the programme as a focus. Examples are provided in the *Guide to Programme Evaluation*.

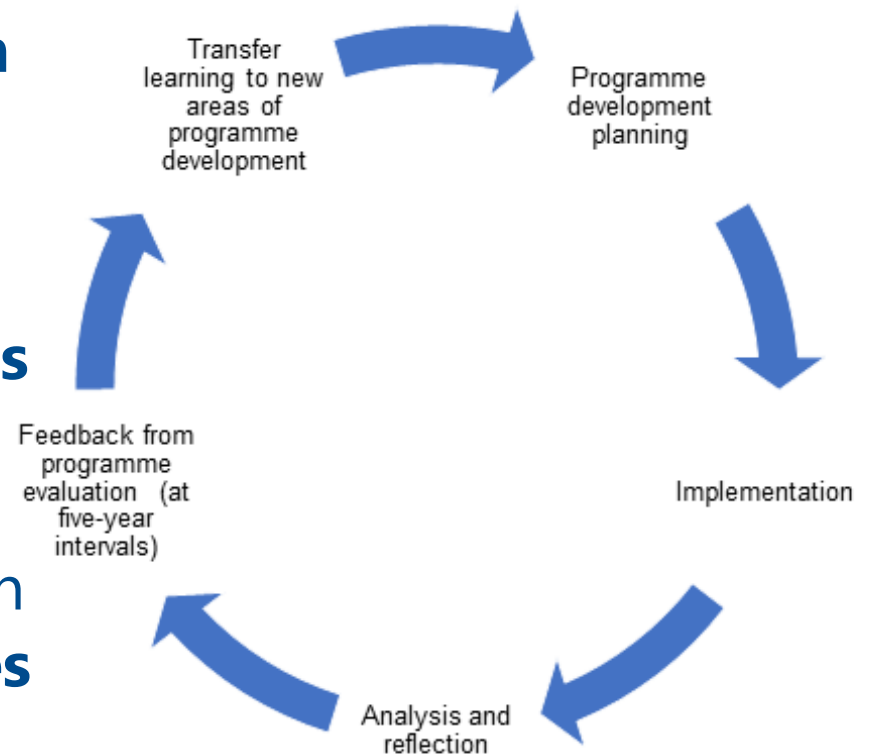https://www.sciencelearn.org.nz/resources/48-reflection-of-light

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).

Transfer learning to new areas of programme development

Programme development planning

Implementation

Analysis and reflection

Feedback from programme evaluation (at five-year intervals)

Programme development planning

- Begins immediately following the school's authorization and continues as long as the school offers the programme(s).

- May take different forms

- Reflects school needs and fits the school context.

A new programme development plan is created when the school determines that priorities or strategic goals shift.

Reference: https://www.kivodaily.com/business/failing-to-plan-is-planning-to-fail-says-allen-lakein/

Programme development plan template

Appendix 2: Programme development plan template

Programme development planning begins immediately following the school's authorization to teach one or more IB programmes and continues as long as the school offers the programme(s). Programme evaluation supports the intentional and focused development of the school's IB programme. Programme development planning may take different forms and will reflect the school's context and strategic goals A new programme development plan is created when the school determines that priorities or strategic goals shift. The plan reflects school needs and fits the school context. During programme evaluation, the school will be asked to evidence their planning, implementation, analysis, reflection and learning for one aspect of the programme.

The following are aspects of the programme that schools may select as their focus for programme evaluation.

- **Learners** (agency, IB learner profile, service/action, academic integrity)

- **Learning and teaching** (approaches to learning, approaches to teaching, inquiry, conceptual understanding, local and global contexts, teamwork and collaboration, access, learning diversity, inclusion, assessment, curriculum, language and identity)

- **The learning community** (collaboration, international-mindedness, leadership, learning environments, technology)

Use of the template is not required but is encouraged. Schools may develop their own templates, including the aspects of the process detailed below.

Development area				
What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?				
Rationale				
Briefly summarize the reasons the school selected this area for programme development.				
	Step 1: Planning		Step 2: Reflection	
IB practices	Identify one or two practices to answer each question. Select from at least two areas of the PSP framework. What practices set the conditions that must be in place? Who is responsible? What actions will be taken?		Indicate if there were any changes to the practices used to develop this area of focus.	

Guide to programme evaluation (pre-publication)

Programme development plan template

	What is the goal or reason?			
Activities	What activities will lead to the outcome? (Who will do what? By when?)		What were the major activities undertaken to achieve the outcome?	
Impact on students	What will change for students? (Identify the target: all students or subsets of students.)		What change did students experience?	Provide a summary here. Attach 1–3 examples (documents, photographs, short audio or video files)
Data/evidence collection	How will we learn what the impact of the work is? (What data or evidence do we need to gather?)		What was the evidence of the change for students?	
(Optional) Research and/or shared practice	What practices shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?		What shared practice or research informed the approach or activities?	

- A template provides guidance and support

- Use of the template is encouraged but not required.

- Schools may develop their own templates, including the aspects of the process detailed in the template.

Development area
What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?

Rationale
Briefly summarize the reasons the school selected this area for programme development.

Planning	Reflection
IB practices *Identify one or two practices for each question below. Select from at least two areas of the PSP framework.* - What practices indicate the conditions that need to be in place? - What practices indicate who is responsible for the work? - What practices indicate how the work will be achieved? - What practices indicate the goal, outcome or reason?	Indicate if there were any changes to the practices used to develop this area of focus.

Evaluation visits/DP readings

The IB assigns IB educators trained for this role to review the school submission and conduct a school visit (or complete the reading report).

- ***The focus of the visit is programme development and school learning.***

  ❑ *The team engages the school in a reflective conversation about on-going development and identifies areas for future or further development.*

- The team will also identify requirements that the school does not have in place, as well as assess the school's development of each standard.

Conclusion of the visit

- The team, along with the school's pedagogical leadership team shares the findings from the visit with the school community. This includes the conclusions that the school has reached from the self-study as well as the preliminary findings of the team.

- The school revises, updates or shifts the focus of programme development using the conclusions of the evaluation.

The evaluation report

The IB provides the school with an evaluation report that captures the analysis and reflections of the school's self-study as well as feedback from the IB.

The report includes:

- School, programme and leadership information
- Letter to head of school (revised for tone)
- School context (School and community description from the self-study)
- Programme strengths in each area of the framework
- Requirements that are not in place and evidence to be provided by the school
- School and evaluation team rating of the development of the 9 standards
- Feedback on the planning, analysis and reflection on programme development
  - Strengths
  - Areas for consideration
  - Opportunities for future or further programme development
- Conclusions of the IB evaluation team
- Conclusion of the IB on the school status as an IB World School.

Sharing the report
(no change in expectation)

- Upon receiving the final report from the IB, the head of school shares the conclusions of the report with the school community.

https://www.teachforamerica.org/stories/tips-on-how-to-host-your-first-community-meeting

Post-report follow-up

Section 3

Follow up to evaluation report

- Requirements not in place are matters to be addressed.

- School submits and IB reviews evidence, with the possibility of follow up visits to confirm.

- The school revises, updates or shifts the focus of programme development using the conclusions of the evaluation.

# Support for on-going programme development

- IBWS manager has a follow-up call with the school to review the process and outcomes of self-study and evaluation visit, address concerns and help set direction

- Examples of effective practice are selected for sharing

https://itbizadvisor.com/2017/10/dont-let-micro-problems-become-macro-problems-rethink-it-support-services/

Ongoing programme development

Self study and evaluation offer enhanced opportunities to connect the evaluation process with the school's normal development cycle.
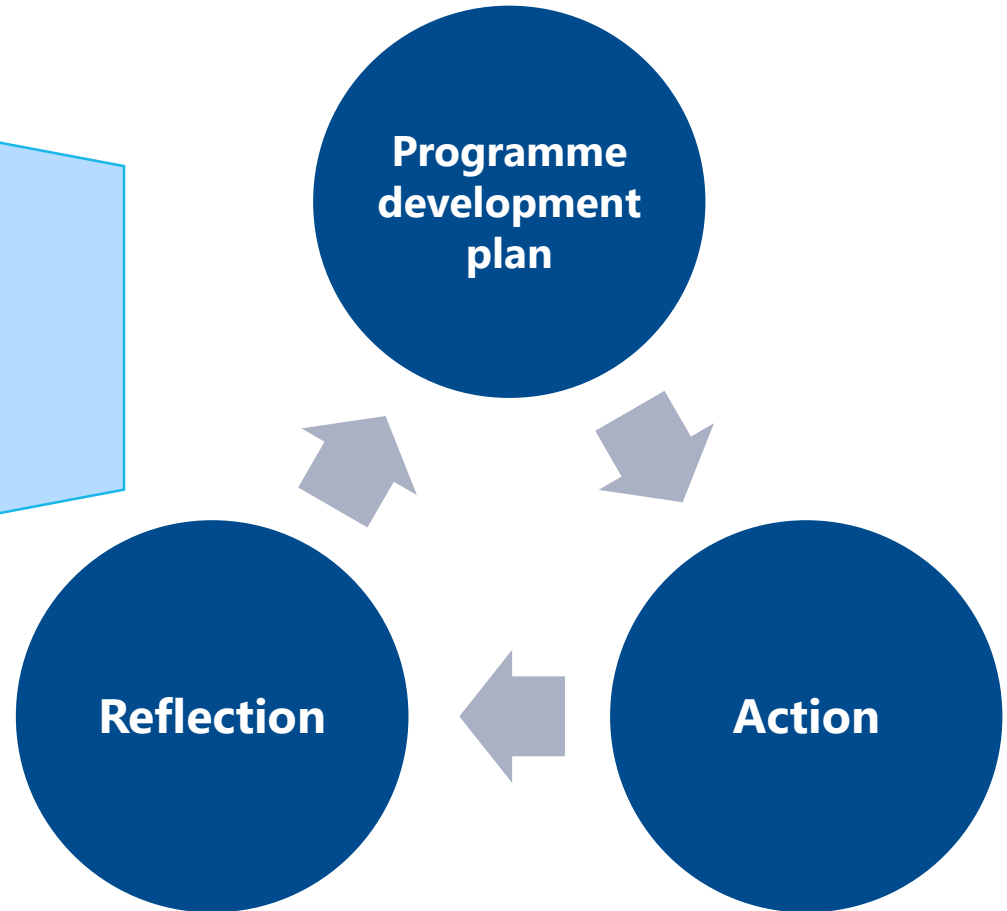
Programme development plan

Reflection

Action

Communicating, timeline, IBEN roles

Section 4

For schools: Programme evaluation shifts

- ✓ Focus on programme development and learning

- ✓ Resources to build your school's capacity for reflective self-study

- ✓ Revised self-study questionnaire that guides your school through collective inquiry into teaching practice

- ✓ Analysis that highlights your school's achievements and identifies factors that deliver positive impact on school success

- ✓ Supports for schools as learning communities

- ✓ Feedback that reflects the school's context

- ✓ Reports that convey school achievements and areas of growth in clear, easy-to-understand formats

- ✓ Continuous support and dialogue with IB staff throughout your IB journey.

Timeline

- **Guide and self-study questionnaire available on the Programme Resource Centre from 1 April**

- The IB will communicate with schools individually regarding their programme evaluation.
- The document submission deadline determines which documents and processes schools use.

Redefined IBEN roles

- Redefined role for evaluation visit leaders. Will need to understand change management, strategic decision-making in an IB context.
- Team members with deep programme knowledge
  o Review documents during preliminary review.
  o Change in timing and output.

Recruitment and training to be ready for visits starting September 2021.

Additional resources

- The IBWS teams provide support through the programme communities and through webinar technology.

- Evaluation workshops will be developed or redeveloped for all programmes.

- Schools will have free, on-demand access to nano-PD resources that support programme development and programme evaluation.

https://www.silentground.org/index.php?help/resources/

Reflection: Compass Points

N = Need to Know

What else do you need to know or find out about the revised PSP and/or evaluation process? What additional information do you need?

W = Worrisome

What do you find worrisome about the revised PSP and/or evaluation process? What's the downside?

E = Excited

What excites you about the revised PSP and/or evaluation process? What's the upside?

S = Suggestion for Moving Forward

How might you move forward with your various stakeholders with regards to the revised PSP and/or evaluation process?