

International Program Review

BCCIE Summer Conference

June, 2015

As presented by Jeff Jones and Sandy Prentice

#sd8isgr8

Perceptions are everything



History of the IP in Kootenay Lake

1998 – one student – from Japan

125 students from 11 different countries in our district



Board Goals for Student Expectations

Creativity

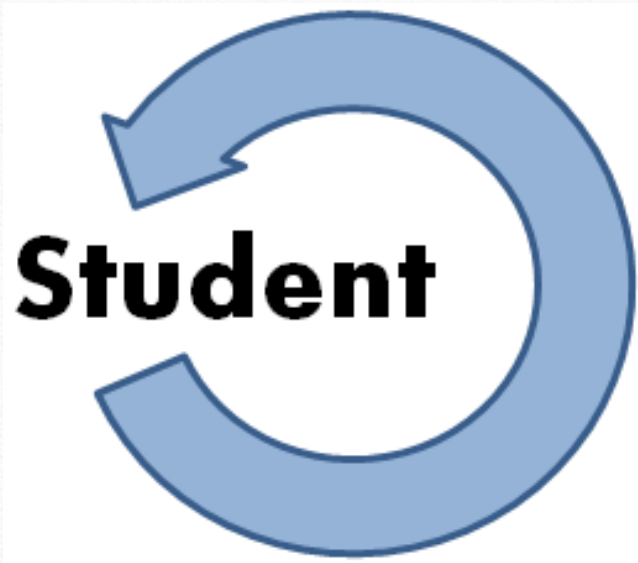
Resiliency

Academic Success

Citizenship



Student Learning must always
be at the forefront of Resource
Allocation Decisions



- • Ensure technology mobility and standards; ubiquitous access
- • *Place emphasis on global sustainability and citizenship – changing skillsets required to emerge as adults with the ability to participate fully in efforts toward global sustainability*
- • Ensure that Students are leaders of their own learning
- • Focus on bringing criteria for effective learning environments to scale
- • Development of skills and competencies as Curriculum – rather than content acquisition
- • Apply skills and competencies students need in order to develop new knowledge and use this new knowledge to solve complex world issues and challenges

Why a review of the International Program?



By examining gaps that exist between what we say we believe and our realized actions, we surface some new realities.



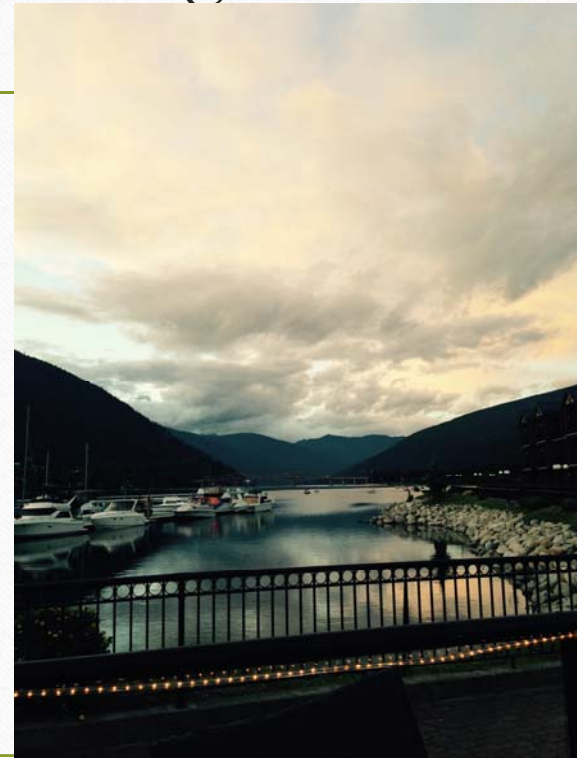
By 2031, 46% of Canadians over the age of 15 will have been born outside of Canada — Statistics Canada



SD8 is a multicultural community...but not as a result of migration or immigration

We recognize multiculturalism in many ways...

- There is a long-standing history of deeply held values and beliefs rooted in 2nd, 3rd and 4th generation families who still adhere to inherent cultural values (ie. Dukhobor's, Aboriginal Tribes)
- Our community is extremely diverse in lifestyle
 - Religious beliefs (ie. Bountiful)
 - Lifestyle beliefs (ie. Families of draft-dodgers, people who live in a "cash economy")
 - Gender and sexual orientation
 - Generational Differences
 - Free spirit/hippie



Purpose – to ask the hard questions

- Are our schools equipped to support international students?
- Are international students in rigorous, purposeful and relevant learning experiences?
- *Do our schools reflect the global community in which our Canadian students and youth are expected to participate successfully?*
- What role do homestay families and community play in ensuring that our program can successfully address the needs of all of our students?

Utilization Focused Evaluation

The very word “evaluation” makes most people feel uncomfortable and stressed, especially when it is top – down.



A UFE is one that is created from the **grassroots – up** and ensures equal voice for everyone in the group through consensus. It supports social change and democracy.

UFE ensures transfer of knowledge and implementation.

UTE supports pragmatic evaluation for intended use by intended users.

Why does it take so long? 17 Steps

- The checklist is based on *Essentials of Utilization-Focused Evaluation* (Patton, 2012, Sage Publications).

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- **Step 1** Assess and build program and organizational readiness for utilization-focused evaluation.
- **Step 2** Assess and enhance evaluator readiness and competence to undertake a utilization-focused evaluation.
- **Step 3** Identify, organize, and engage primary intended users.
- **Step 4** Conduct situation analysis with primary intended users
- **Step 5** Identify primary intended uses by establishing the evaluation's priority purposes.
- **Step 6** Consider and build in process uses if appropriate.
- **Step 7** Focus priority evaluation questions.
- **Step 8** Check that fundamental areas for evaluation inquiry are being adequately addressed.



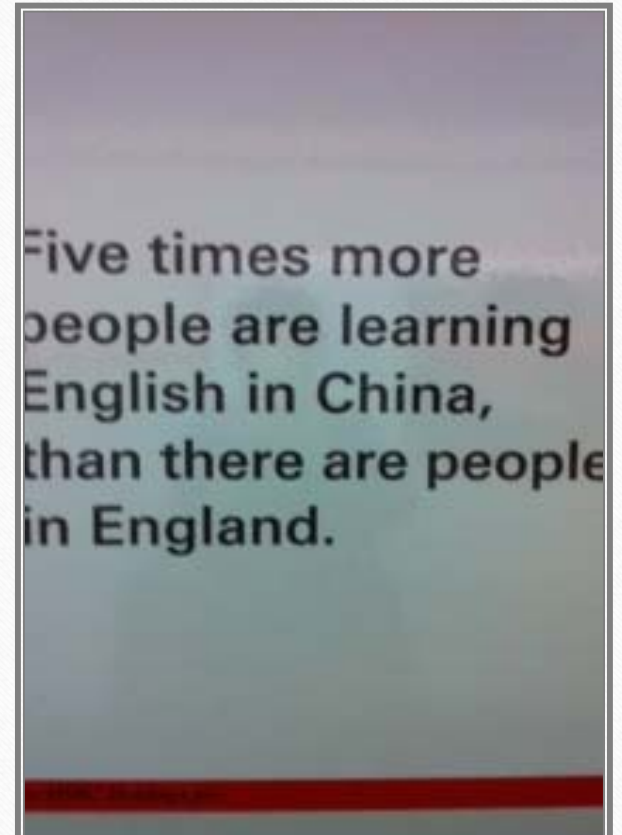
Utilization Focussed Evaluation - continued

- **Step 9** Determine what intervention model or theory of change is being evaluated.

- **Step 10** Negotiate appropriate methods to generate credible findings and support intended use by intended users.
- **Step 11** Make sure intended users understand potential controversies about methods and their implications.
- **Step 12** Simulate use of findings.
- **Step 13** Gather data with ongoing attention to use.
- **Step 14** Organize and present the data for use by primary intended users.
- **Step 15** Prepare an evaluation report to facilitate use and disseminate significant findings to expand influence.
- **Step 16** Follow up with primary intended users to facilitate and enhance use.
- **Step 17** Metaevaluation of use: Be accountable, learn, and improve

The Work of the Focus Group

- Intercultural component to heighten the intercultural intelligence of each Focus Group Member
- Work on stereotyping, discrimination, Canadian Culture, and globalization
- Examined and implemented the components of a Utilization Focused Evaluation
- The process - (the evaluative tools, method, timeline and who was responsible for what) for each stakeholder participant
- Analysis of the data as individual stakeholder pairs
- Creating a presentation to convey results
- Always understanding that the data would drive a strategic plan for the district from the recommendations

A photograph of a sign with text. The text reads: "Five times more people are learning English in China, than there are people in England." The sign is set against a background of a cloudy sky. The text is in a bold, sans-serif font. The sign is mounted on a wall, and there is a dark red horizontal bar at the bottom of the sign.

Five times more
people are learning
English in China,
than there are people
in England.

And the survey says.....



PVP Recommendations

- Future directions – next year and beyond – how do we make it better?
 - PVP would welcome more international students depending on space, class configuration, prior planning and support.
 - Need more lead time and notification before student arrival.
 - Need more background information on students before they arrive to classes.
 - Need more support for classroom teachers.
 - **None of the data gathered indicated that the program should not continue.**

KLTF Recommendations

- More ELL training and resources available to teachers
- ELL trained EA support
- School based teams for international student support to share information, strategies, and concerns
- As much advanced notice as possible prior to an International Student's arrival
- More transparency about the finances of the International Program and at the school level

And the survey said – 97.8% of students like having international students in their schools

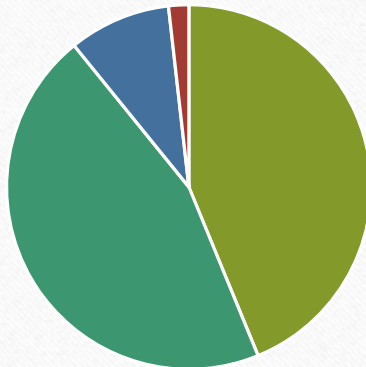
- Overwhelming support from Canadian students to have international students in their schools.



93.38% of Canadian students believe that international students make their school better

Students at my school treat international students at my school with respect:

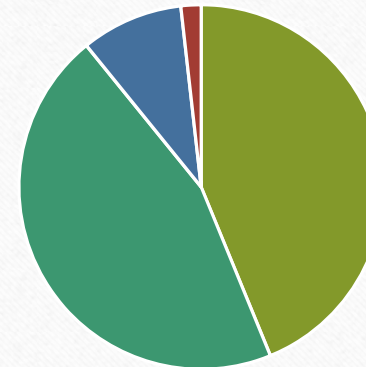
Respect from Canadian Students



■ very strongly agree ■ strongly agree ■ Sort of agree ■ Do not agree

The teachers at my school treat international students with respect:

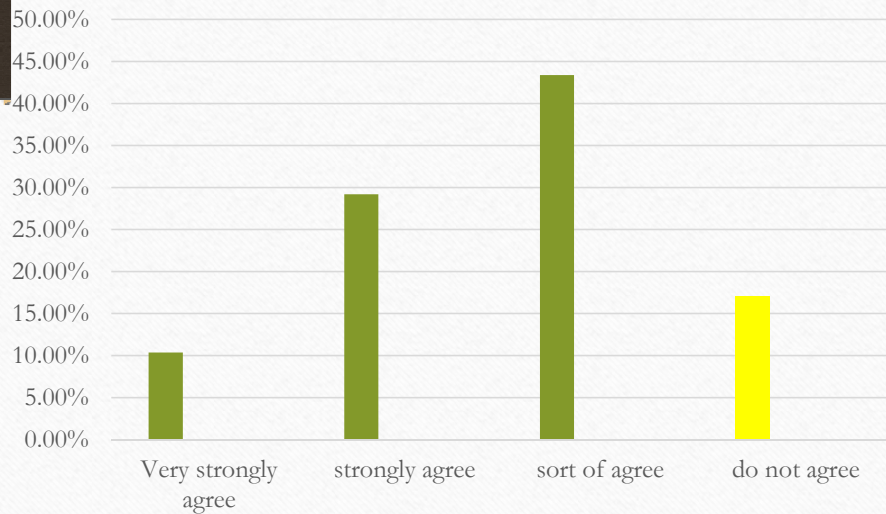
Respect from Teachers



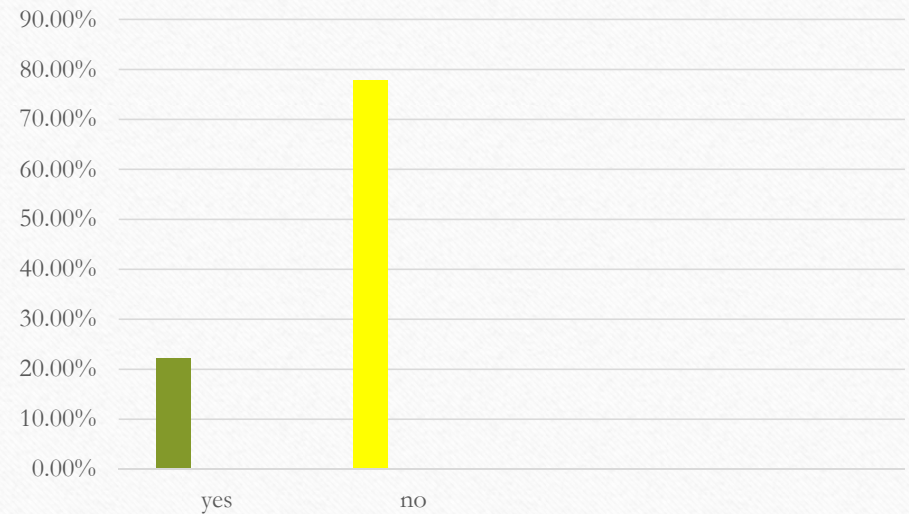
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Do Canadian students make connections with International students?

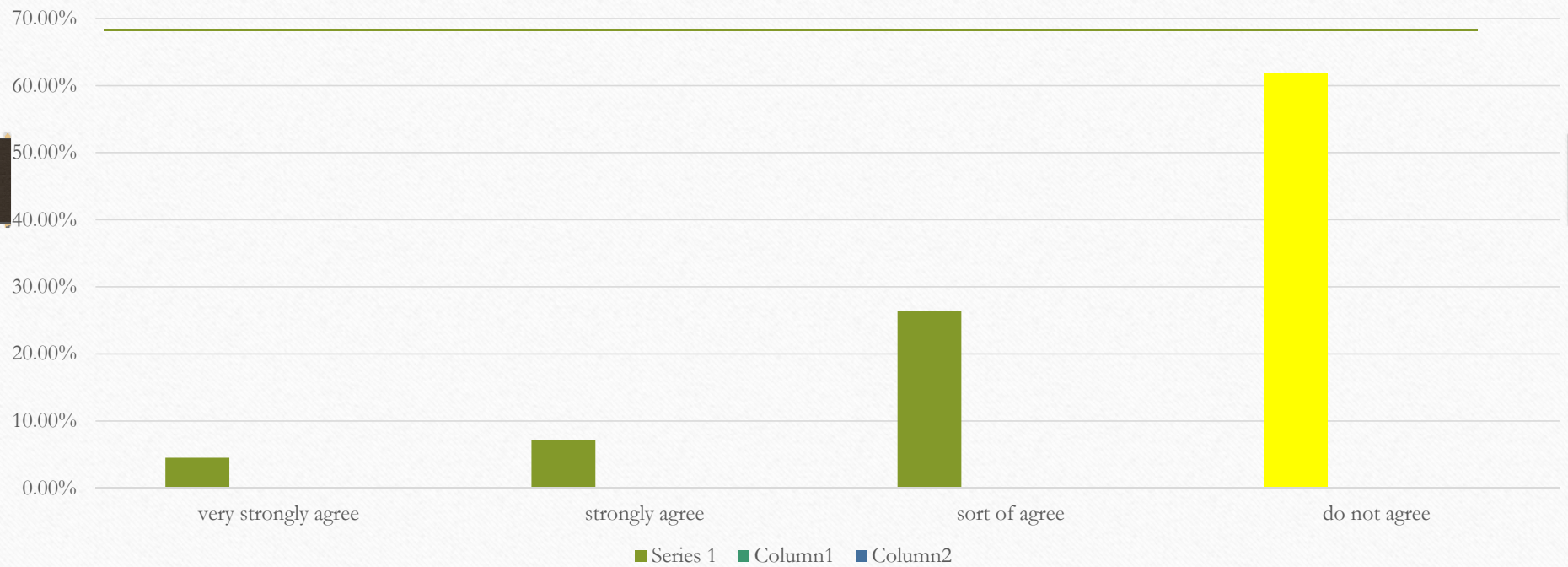
I have noticed that international students participate in extracurricular activities:



I hang out with international students outside of school:



It is difficult to get courses I need because international students occupy those spaces



Recommendations from International Students



Find ways to support students to:

- Join clubs and teams at school
- Speak English with Canadian students
- Get involved in mentoring, volunteering,
- Be brave – make friends with Canadian students
- Include Canadian students in activities and trips
- Share their culture with the Canadians

CUPE Recommendations

Language barriers and low levels of English proficiency put a strain on CUPE resources in regards to available qualified CUPE numbers and skillset.

Strengthen the pre-screening process in response to CUPE staff numbers and skillset.



Recommendations by Homestay Families

Promote the importance of homestay families contacting the international program staff and individual schools to support their student in the areas of:

- cultural understanding
- stages of adjustment
- homesickness
- food
- communication
- academic success



Intercultural Certificate For Canadian Students



Purpose – to meaningfully engage students in relevant, intercultural course and project work in order to prepare them to embrace cultural diversity and globalization.

Module 1

- International Languages and Cross Cultural Communication

Module 2

- Intercultural and Leadership Coursework

Module 3

- Service Learning and Intercultural Experience and Engagement

Strategies for attending to the recommendations

3 year strategic plan

- Develop multi-stakeholder strategic planning committee
- Review recommendations
- Identify 4 to 5 goals and align with District Student Expectations
 - Academic Success
 - Resiliency
 - Citizenship
 - Imagination and Creativity
- Plan specific strategies to meet the goals
- Identify measures to determine whether we are making progress

Yearly review and update



Development of a Portfolio that Focusses Entirely on District Wide Interculturalization

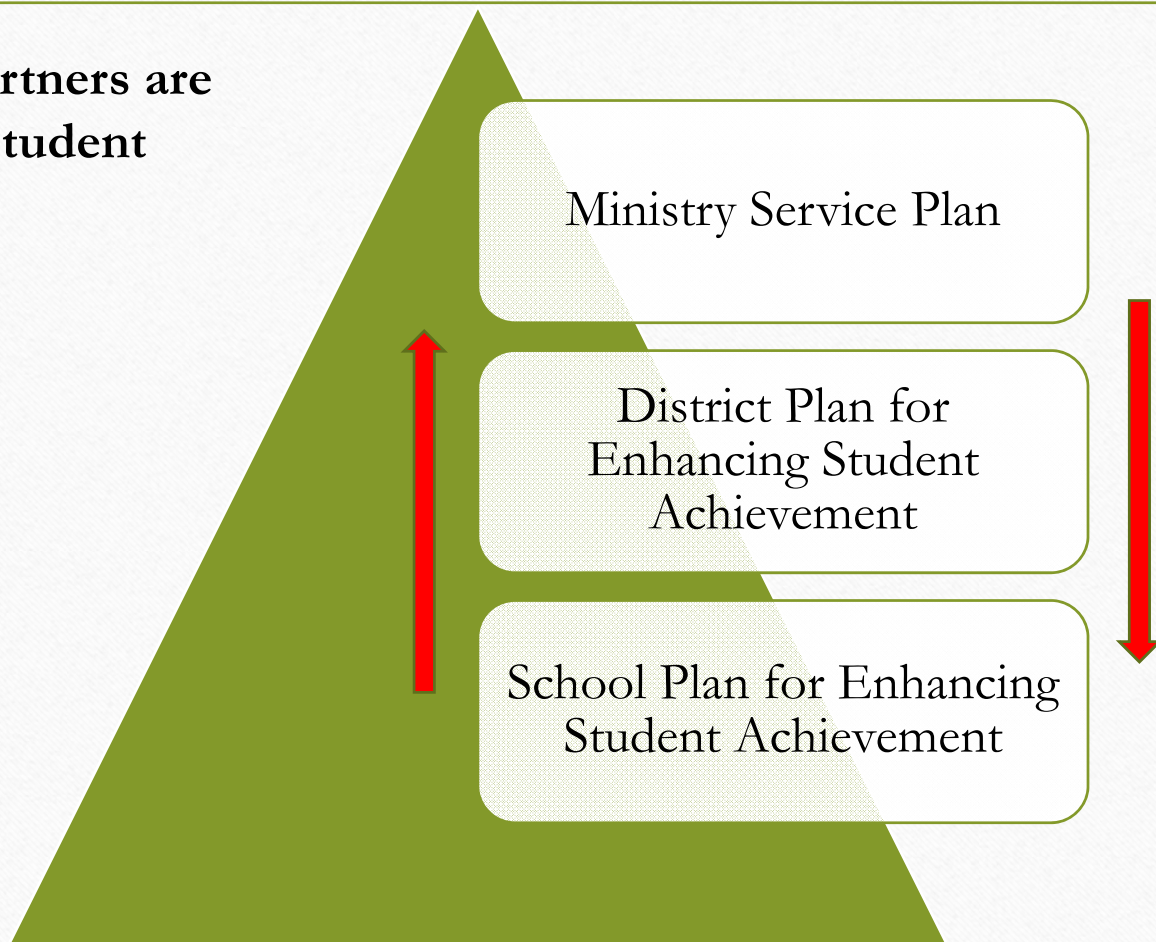
Office of the Superintendent

- International Program
- Aboriginal Education Program
- ELL (Ministry Funded)

Culture within a culture



All education partners are responsible for student learning.



Questions

