

Education Quality Standards and Assessment: OECD-MEXICO Joint Workshop

Agenda

30 June – 2 July 2009
Fiesta Americana/Reforma Hotel
Mexico City, Mexico

Day 1

Tuesday, 30 June 2009

Chair: **Carlos Mancera**, *OECD Steering Group on Teacher Evaluation and Incentives Policies in Mexico*

08:30 – 09:00 **Welcome coffee**

09:00 – 09:40 **Opening remarks and presentation of the workshop**

- Carlos Mancera, Chair of the OECD Steering Group
- Jorge Santibáñez, Deputy Minister of Education
- Bernard Hugonnier, Deputy Director for Education, OECD
- Alonso Lujambio, Minister of Education

09:40 – 10:05 **Presentation of the Roadmap of Activities for the OECD in the area of Evaluation and Incentive Policies in Mexico**

The Chair of the OECD Steering Group will explain the purpose of the workshop in the context of the 2009 and 2010 programme of activities.

10:05 – 10:15 **Coffee Break**

SECTION 1: UNDERSTANDING AND DEFINING DIFFERENT DIMENSIONS OF EDUCATIONAL QUALITY, ITS STANDARDS AND OUTCOMES.

10:15 – 12:05 **Educational quality**

This session will introduce a general approach on the meaning of education quality in Basic Education and discuss different dimensions of quality in education. It will also elaborate on the issue of curricular standards and present elements surrounding the debate over how to establish transparency over educational objectives and content, and how to provide a useful framework for teachers to understand and foster student learning.

Speaker: David Scott, Faculty Director, Institute of Education, University of London, England.

(40 minutes)

Speaker: Fernando González, Deputy Minister of Education, SEP
(20 minutes)

Speaker: Armando Loera, Director, Heurística Educativa, Mexico
(20 minutes)

Speaker: Sylvia Ortega, Head, National Pedagogic University, Mexico
(20 minutes)

Discussion (10 minutes)

11:45– 12:25 What is quality in educational outcomes?

Educational quality is intimately linked to what students learn and their preparedness to develop their potential as individuals and members of society. This presentation will provide an overview of different dimensions of education quality, with a focus of how they compare among countries.

Speaker: Enrique Roca Cobo, Head, Evaluation Institute, Ministry of Education and Science, Spain

(30 minutes)

Discussion (10 minutes)

**12:25 – 13:05 Creating Effective Teaching and Learning Environments:
First results from TALIS**

This session will provide an overview of the main findings across participating countries drawn from the first edition of the Teaching and Learning International Survey (TALIS), published recently by the OECD.

Speaker: Michael Davidson, Senior Analyst, OECD
(30 minutes)

Discussion (10 minutes)

13:05 – 15:30 Lunch

15:30 – 16:10 Understanding the different dimensions of teacher incentives and stimuli

Under the premise that an educational system can only be as good as its teachers, this presentation will provide an overview of the characteristics of the different incentive systems for teachers.

Speaker: Susan Sclafani, National Center of Education and Economy, United States
(30 minutes)

Discussion (10 minutes)

SECTION 2: MEASURING THE QUALITY OF EDUCATION

16:10 – 16:50 Curriculum-based-tests (CBT) and standards of competence-based-tests (SCBT) for student performance standards: what they are and how they are linked to incentive systems

In this session, the merits and demerits of curriculum-based-tests (CBT) and standards of competence-based-tests (SCBT) for student performance standards will be discussed.

Speaker: Francisco Soares, Professor, Applied Sciences to Education Department of the Education Faculty of the Federal University of Minas Gerais, Brazil

(30 minutes)

Discussion (10 minutes)

16:50– 17:50 Small group discussions (60 minutes: 30 for discussion in tables, 30 to present them):

(To be adjusted)

Questions to be discussed

1. Which criteria would you recommend for deciding which standards should be set up in the Mexican context?
2. How should complementary assessment of teaching be tested?

Day 2

Wednesday, 1 July 2009

08:30 – 09:00 Welcome coffee

SECTION 2: MEASURING THE QUALITY OF EDUCATION (CONTINUED)

09:00 – 09:40 Curriculum-based-tests (CBT) and standards of competence-based-tests (SCBT) for student performance standards: what they are and how they are linked to incentive systems.

This session is the continuation from the previous day. The speaker will identify the elements for a successful design of standardized testing. Teacher training, syllabus design and support for teachers will be addressed from the Mexican perspective.

Speaker: Sylvia Schmelkes, Professor, Universidad Iberoamericana (UIA), Mexico
(30 minutes)

Discussion (10 minutes)

09:40 – 10:20 The PISA experience: building a notion of standards based on competencies

In this session, the former head of the evaluation and planning unit in SEP will explain the major technical challenges and stakeholder perspective faced during past implementations of PISA in Mexico, and how he perceives these have evolved in the context of Mexican Education.

Speaker: Leonel Zúñiga Head, Institute for Research, Innovation and Post-graduate Studies for Education (IIIEPE), Mexico
(30 minutes)

Discussion (10 minutes)

SECTION 3: MEASURING QUALITY IN EDUCATION IN THE MEXICAN CONTEXT

10:20 – 11:30 ENLACE and other assessments in Mexico

General presentation about the panorama of assessments in Mexico.

Speaker: Ana Maria Aceves, Head, Evaluation of Politics, SEP
(20 minutes)

Speaker: Jose Luis Gaviria, Professor, Complutense University of Madrid, Spain
(30 minutes)

Discussion (20 minutes)

11:30 – 11:45 Coffee Break

SECTION 4: THE CHALLENGES OF A TRANSITION FROM CONTENT-BASED STANDARDS TO COMPETENCY-BASED ASSESSMENTS

11:45 – 12:50 Robustness of testing administrative procedures: Distribution of roles and optimisation of transaction costs between the school, states and the Federation.

High-stakes testing must rest upon reliable administrative procedures. An understanding of best international practices would make it easier to understand the weaknesses and strengths in the Mexican case.

Speaker: Jorge Juárez Barba, former Head, Institute of Education of Aguascalientes, (15
minutes) Mexico

Discussion (10 minutes)

Speaker: Raul Névarez Grijalba, Head, Institute of Education Evaluation of the State
of Sonora, Mexico

(30 minutes)

Discussion (10 minutes)

12:50 – 15:00 Lunch

SECTION 5: VALUE-ADDED MEASUREMENT: LEARNING AND TEACHING NET OF SOCIO-ECONOMIC FACTORS

15:00 – 15:40 The role of value-added measurement, aligning policy objectives and resources

What is value-added? What are the different methods to measure it? General advantages and disadvantages of these methods.

Speaker: Yeow Meng Thum, Professor, Michigan University, United States
(30 minutes)

Discussion (10 minutes)

SECTION 6: STANDARDS FOR TEACHING ASSESSMENT

15:40 – 16:20 Establishing teaching standards and linking these to incentives: International case study perspective

This session will address the attributes of teacher quality, the importance that these are linked to student outcomes, and the role that student assessments and other methods of assessment can play as a basis for measuring these quality attributes.

Speaker: Jorge Manzi, Professor, Catholic University of Chile
(30 minutes)

Discussion (10 minutes)

16:20 – 17:20 Standards of good teaching

Challenges faced by the basic education system. How standards for good teaching are being managed currently in Mexico and how they envisage this could change.

Speaker: Representative of the Vice-Ministry of Basic Education (TBC)
(25 minutes)

Speaker: (TBC)
(25 minutes)

Discussion (10 minutes)

Day 3

Thursday, 2 July 2009

08:30– 09:00 **Welcome coffee**

SECTION 6: STANDARDS FOR TEACHING ASSESSMENT (CONTINUED)

09:00 – 09:40 **Implementing Teacher Incentive Policies: Considerations in piloting**

This presentation will examine the benefits and issues in piloting anew or developed incentive scheme for teachers.

Speaker: Halsey Rogers, Senior Economist, World Bank
(30 minutes)

Speaker: Margarita Zorrilla, Head, National Institute for Educational Evaluation, (INEE), Mexico
(10 minutes)

Discussion (10 minutes)

SECTION 7: THE VISION OF STAKEHOLDERS ON EDUCATION QUALITY

09:40 – 11:10 **Stakeholder engagement in defining and measuring quality in educational outcomes**

How should stakeholders get involved in the transition from CBT to SCBT? Other dimensions of Education Quality in which stakeholders provide valuable input?

Speaker: Tere Lanzagorta, Head, SERAJ, Mexico
(20 minutes)

Speaker: Arturo Madero, Empresarios por la Educación Básica, Mexico
(20 minutes)

Speaker: David Calderón, Mexicanos Primero, Mexico
(20 minutes)

Plenary Discussion (30 minutes)

11:10 – 11:30 Coffee Break

SECTION 8: WRAP UP OF WORK

11:30– 12:30 Small group discussions (60 minutes: 20 for discussion in tables, 40 to present them):

Questions to be discussed

1. What elements do you think a definition of Quality in Education should consider, especially for the Mexican context?
2. What do you believe are the opportunities and challenges brought about by introducing curricular standards and SBT, especially for teachers?
3. Which is your perspective about linking SCBT to incentive systems?

12:30 – 13:30 Drawing conclusions and next steps: Towards and understanding of Education Quality

The objective will be to draw a set of main points from earlier discussions that help create a common understanding of educational quality.

Panellists: Bernard Hugonnier (OECD)
Jorge Santibáñez (SEP)
(15 minutes each) Carlos Mancera (OECD Steering Group)

Discussion (20 minutes)