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Top Tips for a Successful IB Programme Evaluation

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How do you define *success*?



- Definitions of *success* vary!
- *Success* is a social construct shaped by culture, norms, and an organization's mission.
- In education systems, like the IB, *success* blends **student flourishing, organizational learning, and societal contribution.**
- 3 Lenses Contribute: Personal, Organizational, and Societal

What do we mean by a *successful* evaluation?

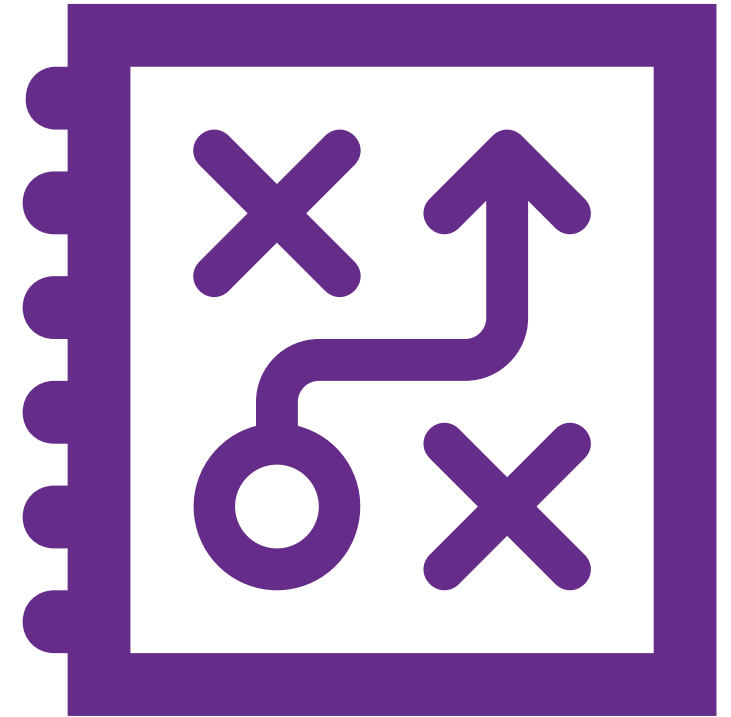


- Authentic!
- Reflects your school accurately → where you are in ***your*** IB journey!
- There is no one way to do it!
Evaluation is based on the journey you have been on and where you hope to go with your future goals.

Continuous professional learning

At programme evaluation, every school needs to ensure the **IB expectations for professional development** are met. Have *annual plans* for:

- **internal/local learning** options for staff
- **identifying official IB workshops** for new staff, new curriculum, etc. aligned with IB expectations
- **know your options**: in school/district, virtual, online, IB Exchange, providers, Global Conferences, Category 1, 2, and 3, etc.



Preliminary review

- Determine a **shared document organizational system**
- Avoid required access to 3rd party vendor sites; **best practice to PDF** everything and upload
- Implement an **ongoing policy review and revision process**
- Upload documents to IB Concierge as they are completed
- Use the **IB Action Plan Template** if needed (on PRC)
- **Communicate** with your assigned IBWS Associate Manager throughout the process!



IBWS Associate Managers



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Self-study: Engage broad stakeholder input



Reflection Questions

- What committees do you need?
 - Who will be on them?
 - What data will you collect and from which stakeholders?
 - How will you collect data?
- Successful reflection will include the voices of the entire stakeholder community to ensure inclusive and representative feedback!
 - Plan at the outset of evaluation notification for how and when you will gather and analyze feedback.
 - Use varied methods to obtain feedback: electronic surveys, focus groups, individual interviews.
 - Do not wait until after the Preliminary Review to start the SSQ.
 - Do not send the SSQ template to stakeholder and ask them to fill it out.

Self-study: Analyze feedback with candid reflection



This step is critical for ensuring that the self-study is not a compliance exercise → it is meant to be a meaningful reflection of the school's current reality!

Once data is collected, school leaders should:

- Meet to analyze feedback.
- Identify major successes and challenges over the past 5 years.
- Synthesize insights to make informed judgements about programme implementation.
- Use the descriptors in the *Guide to programme evaluation* to assess development levels.
- Come to consensus on school-wide conclusions for each standard.

Programme development plan(s) (PDP)



- This document is ***NOT*** exclusive to the evaluation process; it is ongoing, annually!
- **The IB Coordinator should *NOT* write this document alone!**
- The self-study will reveal gaps in programme implementation; document future focus areas in your PDP.
- Prioritize the school's next steps.

Reflection Questions

- Will you form a committee?
- Who will participate?
- Is your goal actionable?
Measurable?
- What data will you collect to know you are implementing your goal?
- What did this process teach you about next steps and future PDPs?

Evaluation visit



Evaluation visit



Assume good and positive intent!

- **Representative stakeholder group:**
 - those that participated in SSQ who can offer examples and expand.
 - those who didn't participate to offer different perspectives.
- Review the SSQ with all stakeholders who will meet with the team before the visit starts.

Contact Us!

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- Remy Lamon (French Schools in US)
- Proserpina Dhlamani Fisher (International Schools)
- Laura Lane (Public/Charter Schools – DE, DC, MD, VA)
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