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# Remote evaluation visits guidelines

For use with the 2020 programme evaluation process



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## Remote evaluation visits guidelines

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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### 1.1 Background

This document provides protocols and guidelines regarding how the IB organizes and conducts remote evaluation visits, including the logistics and evidence that are unique to this. A remote evaluation visit is one where the evaluation team is not present on-site at the school and conducts the visit using online meetings supplemented by video or documentary evidence.

Remote evaluation visits occur when the IB determines it is not advisable to send IB educators or staff to a specific location or when it must comply with governmental travel restrictions.

Examples of these situations include:

- natural disasters—an event, such as a flood, tornado, earthquake or fire, that happens suddenly and has an impact on the school community
- epidemics or pandemics—an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the school community and the surrounding population
- travel risks owing to local situations—the country where the school is located is deemed to be in a state of hostility, conflict or antagonism.

When an on-site visit is not possible, the IB will consider whether a school meets the criteria for a remote visit. Schools may also request a remote evaluation visit instead of an on-site visit. Approval of the request will be at the discretion of the IB.

Three scenarios (A, B and C) are possible where the evaluation team will be remote.

- A. The school building is open and is in session with teachers, administrators and students.
- B. The school building is closed to students, but administrators and teachers can still access the school building. Online learning and teaching is taking place.
- C. The school building is closed and online learning and teaching is taking place. The school can arrange online meetings with some or all stakeholders.

While these scenarios represent the most common conditions for remote visits, other possible scenarios exist. For situations that fall outside of those listed, contact your IB World School (IBWS) manager for guidance.

These guidelines are designed to be used in conjunction with the *Guide to programme evaluation* (for use from September 2020). The guide and other programme evaluation resources can be found under the “Evaluation (For use from September 2020)” heading in the “Implementation” section for each programme on the programme resource centre.

## 1.2 Remote visit overview

Remote evaluation visits have the same aims and involve many of the same tasks as an on-site visit with some modifications.

- Documentation for the preliminary review and self-study questionnaire process, including the programme development plan (as outlined in the *Guide to programme evaluation*) is uploaded to IB Concierge, the online programme evaluation system, according to the schedule communicated by the IB.
- The IBWS manager is available to support the school throughout the programme evaluation process and the remote evaluation visit.
- The visiting team will review the school's documentation and meet with the school community, albeit remotely.
- The visit will follow a similar agenda to an on-site visit; however, a remote visit may benefit from flexibility not possible in an on-site visit. Whenever possible, visits are expected to be kept to time and completed within the required number of days allocated for the visit. This includes time for the evaluation team to work on their report and allows for possible minor delays (for example, delays due to technology issues). If the visit needs to be extended beyond the normal visit length, provision can be made with agreement between the school, the evaluation leader and the IBWS manager.

Details of remote visits are noted in figure 1 below.

	Information provided prior to the visit	Visit agenda (See section 3.6)	School tour (See section 3.3.1)	Class visits (See section 3.5)
<b>All remote visits</b>	Preliminary review documentation must be submitted.	The agenda will be organized to allow the aims of the visit to be met while considering the challenges of working online for sustained periods of time.  See "Appendix A" for sample agendas.	<b>Optional:</b> Tour of the learning management system/how learning is managed at the school.	
<b>Scenario A</b> All school stakeholders are at the school	Schools provide photographs or recorded video of: <ul style="list-style-type: none"> <li>• the examination storage space (MYP, DP and CP only)</li> <li>• changes to any major facilities (laboratories, libraries or learning spaces) since the authorization or last evaluation visit.</li> </ul>		Conducted at the school, with the evaluation team remote via videoconference.	Conducted at the school, with the evaluation team remote via videoconference.
<b>Scenario B</b> <i>At the school</i> Administrators and teachers <i>Remote</i> Other stakeholders			Conducted at the school, with the evaluation team remote via videoconference.  <b>or</b> Video tour recorded and sent to the evaluation team.	Schools will provide access to online student learning.  <b>or</b> Video recordings of classroom instruction provided when students are back in the school building.
<b>Scenario C</b> All school stakeholders are remote			Video or photos of the school are sent to the evaluation team.	

Figure 1

Outline of remote evaluation visits

The purpose of the visit is to understand the school's implementation of the programme during the entire five-year period of the review. Although scenarios B and C may preclude the remote evaluation team from observing the school's typical learning and teaching, the conversations during the visit should focus on the overall period of review and avoid unduly focusing on the atypical circumstances during the visit.

### 1.3 Remote visit criteria

To be approved for a remote evaluation visit, schools must meet the technological requirements for the visit (outlined in section "2. Technology requirements"). Except in exceptional circumstances, the IB will only approve a remote visit if the school has had an on-site authorization or evaluation visit. Remote visit approval rests with the IB.

## 2. Technology requirements

### 2.1 Technology requirements for all remote events

A school must meet these minimum technology requirements to be approved for a remote visit.

- Internet access with a minimum bandwidth of 10 mbps to support extended videoconferencing.
- Equipment and software to support videoconferencing. Videoconferencing platforms, such as, Skype, FaceTime, WebEx, Zoom or WhatsApp may be used. Software has been installed and tested.
- Computer facilities to send and receive documents.
- Devices to allow for interviews with all stakeholders during the visit and when possible, live tours (scenarios A and B). Examples include laptops or tablets. Mobile phones may also be a feasible option if they can be connected to a Wi-Fi network and chosen communication application with the evaluation team.
- Charging provisions for all devices to prevent devices running out of power during the visit.
- Telephone backup with a speaker phone for interviews in case of transmission difficulties.
- A system test to connect with the assigned IB educator(s) one week before the visit to confirm the technology will support the visit.

The school and evaluation team should also discuss use of, and access to, a remote file-sharing platform (such as, Dropbox, Google Drive or WeTransfer). Any pre-recorded photographs or videos should be shared via the chosen platform if the school's situation allows for these to be provided.

IB protocols regarding data protection must be followed. Meetings and interviews with the evaluation team must not be recorded. Any photographs or videos shared with the IB or with the evaluation team must be hosted on the school's servers and/or remain with the school; they are not to be saved by the IB or by an IB educator on personal devices or in online storage. Schools are responsible for complying with relevant laws or local policies regarding data protection and student privacy.

### 2.2 School IT team technology assistance

Whenever possible, the school is encouraged to engage its information technology (IT) team in the visit planning and as support during the visit itself. Possible tasks include:

- supporting the school with any connectivity and technical issues during the pre-visit meetings and during the visit
- photographing each area to share with the evaluation team if the video quality is poor. These photographs can be posted on the shared platform for transparency.
- testing the complete online system prior to the visit with the pedagogical leadership team and remote evaluation team.

## 3.1 School tasks prior to the remote evaluation visit

The IB recognizes the exceptional nature of remote evaluation visits. In the spirit of the IB learner profile, the school is expected to be principled in its presentation of remote evidence.

- Open-mindedness and respectful communication between the school and the remote evaluation team will help the team gain an accurate picture of the programme(s) and provide meaningful feedback in the evaluation report.
- All school staff participating in remote visit meetings are encouraged to take a proactive role in sharing additional documentation and providing the evaluation team with a contextual understanding of the learning environment and the learning experiences in the school.

As with all evaluation visits, as far as possible, no major events should be taking place in the school at the time of the visit that might affect the schedule. A prime objective of the visit is to give online access to the school throughout the visit.

### **If the school building is open (scenario A)**

- The school is expected to designate a quiet room specifically for the visit meetings.
- Equipment for the room includes a high-speed computer, two wireless microphones, at least one high-quality camera, and one mobile phone with good network connection.
- One trained IT person should be made available.

### **If the school building is closed to students (scenarios B and C)**

The school is expected to ensure all stakeholders have access to a quiet room with appropriate technology and telephone backup for remote meetings with leadership, teachers, parents and students (see section “3.4 Live interviews for remote evaluation visits”).

### **Tour of the learning management system**

If the school has a learning management system or other mechanism for managing student learning, the IB encourages the school to provide a tour of it to the evaluation team. In addition, the school may also share with the evaluation team how the learning management system is used to implement the programme, to help the team better understand teaching and learning in the programme(s). The description can be shared with the evaluation team in writing or during the visit.

### **Additional planning for all remote visits includes:**

- scheduling visit meetings and ensuring participants have the correct connection links for each meeting
- ensuring the technology requirements are in place and working for all stakeholders (refer to section “2.1 Technology requirements for all remote events”)
- providing additional video, photographic and documentary evidence, as requested (see section “3.3 Video, photographic and documentary evidence”)
- developing an agreed agenda for the remote visit with the evaluation leader (see section “3.6 Visit agendas”)
- arranging for a translator to be present, or available, for the relevant meetings (if translation is required during any of the meetings).

## 3.2 Evaluation team tasks prior to the remote evaluation visit

The evaluation team normally consists of at least two IB educators per programme. If the visit involves team chairs for multiple programmes, provision may be made to schedule separate whole-school and programme-specific remote meetings to limit the number of participants in meetings.

The evaluation leader should establish the school's preferred virtual communication tool prior to setting the agenda. If the evaluation leader and school need support identifying a virtual communication tool that suits both parties, the evaluation leader should contact the IBWS manager for support.

Before the visit begins, the evaluation leader should create a group chat on the chosen messaging platform with the programme coordinator and evaluation team members. This group chat will allow them all to communicate throughout the visit. A separate chat between the evaluation leader, team chair (when applicable) and programme leaders should also be created for their confidential conversations.

Each member of the evaluation team should reserve a quiet room for all meetings during the visit to ensure there are no distractions in their personal working space.

## 3.3 Video, photographic and documentary evidence

The following list of additional evidence is required of the school prior to the remote evaluation visit date.

- **For MYP, DP and CP only:** photographs or videos of the examination storage facilities with a description that allows the team to check that requirements are met.
- Photographs or videos to provide evidence of any changes to major facilities used to implement the programme (for example, science laboratories, art facilities, libraries and/or learning spaces, and so on) if the school is engaged in on-site instruction in the facility
- If schools are not able to provide photographs or videos, the visual evidence that could not be obtained during the visit time will be requested through the matters to be addressed (MTBA) process for evaluation visits (as outlined in the *Guide to programme evaluation*).
- **Optional:** video tour of the school (see sub-section "3.3.1 Optional: Introduction to the school video")

If the school chooses to submit videos, the following information should be considered.

- The evaluation team is not assessing the quality of the video production.
- When possible, videos should also include a voiceover to describe what the video is depicting.
- Videos must be clear, both visually and acoustically, and should not exceed the maximum time length of 10 minutes per video. Video editing software may be used to keep the videos to time and highlight relevant material.
- Photographs and videos are to be uploaded 14 days before the scheduled remote visit, as per the instructions provided by the IB. The files should not exceed the individual document size limit for the remote file-sharing platform chosen.

### 3.3.1 Optional: Introduction to the school video

If the school chooses to provide an introductory video to the evaluation team, the following information is encouraged.

#### For scenarios A and B

The school tour video should:

- identify the areas that support the implementation of the programme (classrooms, libraries, science/technology laboratories, arts studios, performance spaces, and so on)
- convey how the school implements the IB mission.

Where appropriate, ask students to lead the virtual school tour.

The school is also asked to provide the evaluation team with a map of the school identifying the places included in the video.

### For scenario C

Where possible, the school can share photos identifying the information listed in scenarios A and B.

## 3.4 Live interviews for remote evaluation visits

Remote interviews are most effective with a maximum of six people. If more than six participants are involved in a meeting, they should be divided into smaller groups and additional meetings should be scheduled accordingly.

The school should also ensure that the names and roles of all interviewees are supplied to the evaluation team prior to the meeting day.

## 3.5 Live school tour and classroom visits for remote evaluation visits

**If the school building is open (scenario A)**, school tours and classroom visits may be carried out using portable technology such as a tablet. During the class visits, the evaluation team may request that the portable device be placed with a group of students so that their discussions and collaborative practices can be observed. The evaluation team may also request to look closely at classroom displays. These may need to be photographed during the classroom visit and forwarded to the evaluation team as soon as possible.

**If the school building is closed to students (scenarios B and C)**, the school may opt instead to send the evaluation team pictures or videos of the school that depict areas used to implement the programme. Regarding classroom visits, the school may choose to grant the evaluation team access to its online student learning platform. The school may also provide video recordings of classroom instruction when students are back in the school building.

## 3.6 Visit agendas

Sample agendas are provided in “Appendix A” of this document and should be adapted to the needs and realities of the school. Schools may propose changes to the timing or arrangement of an agenda. Prior to the visit, the school will provide the evaluation leader with the draft visit agenda to allow details to be finalized and confirmed before a visit.

The following practical guidelines will be useful when planning an agenda.

- The school and evaluation team should discuss and establish the timeframe for the visit. The visit meetings will normally take place over the course of three days.

To ensure the well-being of the evaluation team and meeting participants, the length of the visit may be adjusted by adding one day. Additional meeting days beyond that will need the approval of both the evaluation leader and the IBWS manager, in consultation with the IB educator’s network (IBEN) manager.

The time frame will need to be agreed upon prior to constructing the agenda and scheduling meetings.

- Schedule regular breaks throughout the meeting day. The school is encouraged to include time for screen breaks and for the evaluation team to process information among themselves. Also allow time for possible technical issues and for participants to connect to meetings.
- The agenda should accommodate the school schedule and differences in time zones to avoid either early or late meeting times for participants.
- If translators are being used, consider additional time to allow for translations between participants.
- When possible, ensure that each meeting invitation also includes a call-in number in case a participant has a problem connecting to the internet.

The school and evaluation team should consider the following meetings when preparing an agenda. See “Appendix B” of this document for additional information regarding the meeting outcomes, roles and participants.

### Prior to the visit

There are four planning meetings prior to the evaluation visit.

- A **planning meeting with the IB** that includes the evaluation leader and the IBWS manager.
- A **planning meeting with the school** that includes the head of school, programme coordinator(s) and the evaluation leader.
- An **evaluation team planning meeting** between members of the evaluation team.
- An **evaluation team and coordinators planning meeting** for multi-programme visits.

In addition, the **leadership meeting** takes place after the planning meetings and before the visit to allow the school leadership to meet the evaluation team.

### During the visit

- **Introduction of the evaluation team**—this time is used to introduce the team to the teachers, explain the purpose and procedures of the visit and to avoid the repetition of introductions at the beginning of each meeting.
  - **If the school building is open (scenario A)**, a short introductory meeting could be held at the start of the visit. Alternatively, the evaluation team could pre-record their introductory message (where the school would then distribute the message to meeting participants in advance of the visit).
  - **If the school building is closed to students (scenarios B and C)**, the evaluation team will pre-record their introductory message (where the school would then distribute the message to meeting participants in advance of the visit).

**The evaluation team must have the opportunity to meet with school leaders, teachers, non-teaching staff, parents and/or legal guardians, students and representatives of the governing board.**

The school determines which school representatives attend each meeting. The school may either include students, parents and legal guardians in the programme standards and practices (PSP) framework and programme development meetings or arrange separate meetings.

Include meetings with the following individuals and groups.

- **The school administration**
- **The governing body of the school**
- **Head of school and pedagogical leadership team**
- **IB programme coordinator(s)**—the evaluation team should also meet with the coordinator at the end of each day to debrief the day’s meetings, review any technology needs and plan for the following day.

- **Parents and legal guardians**—if parents and/or legal guardians are included in PSP framework sessions or programme development discussions, a separate meeting is not required. Parents and legal guardians are important members of the school community who have a unique perspective on the programme(s). This meeting should:
  - include parents other than members of the school’s parent association
  - have a representation of parents with children from different year levels in the programme(s).

Parent representatives may not be school employees.

- **Students**—if students are included in PSP framework sessions or programme development discussions, a separate meeting is not required. Hearing from a range of students gives the evaluation team insight into the way students are experiencing the programme. This meeting should include a cross-section of students representing the different year levels in the programme(s). Parents can be present during the student meetings, especially during meetings with younger children.

The following sessions/meetings must also be included during the visit.

- **PSP framework sessions**—these meetings focus on the standards within a single category of the PSP framework. The agenda includes individual meetings for each category of the PSP framework (purpose, environment, culture and learning). In schools with multiple IB programmes, the “environment” and “learning” meetings will be programme specific.
- **Programme development discussions**—these sessions provide an opportunity to discuss ways in which the school has developed the programme(s). The discussions focus on how the school planned, implemented, analysed and then reflected on the impact of the programme development efforts.

During the session devoted to sharing the impact on students of programme development efforts and initiatives, the school may choose to share artefacts or other evidence, taking care that the session remains a discussion and does not become a one-sided presentation.

- **Class visits or evidence of online learning**—teachers and students should be told in advance to expect evaluation team members to (remotely) visit classes so that classes will continue with their normal routine. During the class visits, the evaluation team may have informal conversations with students, where possible.
- **Conclusion meeting with the school leadership team**—the evaluation leader or team chair presents to the school’s leadership a summary of the key points from the visit, with reference to whole-school development of the IB programme standards and practices. The meeting is an opportunity to share at a high level what the team has identified as the programme strengths.
- **School community meeting**—at the end of the visit, the evaluation team (along with individuals designated by the school) share their conclusions and findings with the school community. The school team shares the conclusions that the school has reached from the self-study. The evaluation team shares the findings from the visit that will be included in the evaluation report.

## Appendix A: Sample agendas for remote evaluation visits

These agenda templates are provided only as examples. The school is expected to modify the agenda to align with the school context and situation.

In preparing the agenda for the visit (see section “3.6 Visit agendas”), note the following.

- Include all the sessions indicated in the sample. The order and times may be adjusted to fit within the school timetable and may also depend on the outcome of the pre-visit meetings.
- List the participants and videoconference link for each session. Be sure to provide a backup telephone number for interviews and group meetings.
- Include the exact meeting time (for example, 10.15am–11.00am) on the final schedule when produced for the evaluation team.
- It is not anticipated that all teachers will be spoken to, or all classes observed.
- Aim to provide the evaluation team as much access as possible to the school considering the possible limitations the school may be facing.

### Meetings prior to the visit

These meetings are designed to prepare both the school and the evaluation team for the visit and acknowledge the fact that an online environment provides less opportunity for informal discussion. It is to be expected that any issues that may add difficulty to the remote visit are discussed during these preparatory meetings.

Meeting date	Persons present	Purpose
TBC	<b>Planning meeting with the IB:</b> IBWS manager/IB evaluation leader and/or team chair.	Discuss the school context and approach to the visit.
TBC	<b>Planning meeting with the school:</b> Head of school, programme coordinator, evaluation leader, IBWS manager (optional).	Discuss and establish the aims, scope, and shared agreements for this visit.
TBC	<b>Leadership meeting:</b> Head of school, programme coordinator, evaluation leader, programme leader(s) (optional), IBWS manager (optional).	Introductions between school leaders and the evaluation team, establish the visit approach and discuss visit norms.

TBC	<b>Evaluation team planning meeting:</b> IB evaluation leader, team chair (when applicable) and programme leaders.	Discuss the schedule; confirm all have read school documentation; confirm expectations of the visit and report writing; confirm familiarity with report templates for a multi-programme visit.
TBC	<b>For multi-programme visits:</b> IB evaluation team(s) and programme coordinators planning meeting.	Discuss the individual and collective programme implementation at the school and discuss any issues that may impact the visit.

### Single programme visit agenda

Day 1			
Time	Activity	Participants	Meeting information
	Evaluation team and school stakeholders prepare for meetings		
15 minutes	Introduction of the evaluation team  <b>or</b> Evaluation team introductory video	All teachers and staff involved in the visit	Meeting link:
30 minutes	Meet with school leaders	Principal/head of school and coordinator	Meeting link:
10 minutes	Transition time		
45 minutes	Tour of the school facilities		Meeting link:
10 minutes	Transition time		
45 minutes	Meet with governing body		Meeting link:
30 minutes	Meet with programme coordinator	Programme coordinator	Meeting link:
15 minutes	Break		
45 minutes	PSP framework session (purpose)		Meeting link:
10 minutes	Transition time		

45 minutes	Class visits		Meeting link:
45 minutes	Lunch		
45 minutes	PSP framework session (environment)		Meeting link:
10 minutes	Transition time		
15–30 minutes	Debrief with programme coordinator		Meeting link:

Day 2			
Time	Activity	Participants	Meeting information
15 minutes	Check-in with programme coordinator		
45 minutes	PSP framework session (culture)		Meeting link:
10 minutes	Transition time		
45 minutes	Meeting with parents and legal guardians  <b>Optional</b> if parents and legal guardians are included in the PSP framework or programme development meetings.  <b>Required</b> if parents and legal guardians are not included in the framework meetings		Meeting link:
15 minutes	Break		
60 minutes	PSP framework session (learning)		Meeting link:
10 minutes	Transition time		

45 minutes	Meeting with students <b>Optional</b> if students are included in the framework or programme development meetings. <b>Required</b> if students are not included in the framework meetings		Meeting link:
45 minutes	Lunch		
60 minutes	Class visits		Meeting link:
10 minutes	Transition time		
15–30 minutes	Debrief with programme coordinator		Meeting link:

Day 3			
Time	Activity	Participants	Meeting information
15 minutes	Check-in with programme coordinator		
60 minutes	Programme development discussion—planning and process		Meeting link:
10 minutes	Transition time		
60 minutes	Programme development discussion—impact on students		Meeting link:
10 minutes	Transition time		
45 minutes	Class visits		Meeting link:
60 minutes	Evaluation report writing	None (evaluation team work time)	

10 minutes	Transition time		
45 minutes	Planning for the school community meeting with school leadership		Meeting link:
20 minutes	Transition time		
45 minutes	Conclusion meeting	School pedagogical leadership team, programme coordinator	Meeting link:
10 minutes	Transition time		
30 minutes	School community meeting		Meeting link:

### Multi-programme visit agenda

Day 1				
Time	PYP	MYP	DP	CP
15 minutes	Introduction of the evaluation team <b>or</b> evaluation team introductory video Meeting link:			
30 minutes	Meeting with senior leadership team (heads of school/principals) and coordinators—this meeting is led by the IB team chair Videoconferencing (telephone backup required) Meeting link:			
10 minutes	Transition time			
45 minutes	Tour of the school facilities or meeting with teachers Meeting link:			
10 minutes	Transition time			

45 minutes	Meeting with governing board Meeting link:			
30 minutes	Meeting with PYP coordinator and early years coordinator Meeting link:	Meeting with MYP coordinator Meeting link:	Meeting with DP coordinator Meeting link:	Meeting with CP coordinator Meeting link:
15 minutes	Break			
45 minutes	PSP framework session (purpose) Meeting link:			
10 minutes	Transition time			
45 minutes	Class visits or meeting with teachers Meeting link:	Class visits or meeting with teachers Meeting link:	Class visits or meeting with teachers Meeting link:	Class visits or meeting with teachers Meeting link:
45 minutes	Lunch			
45 minutes	PYP PSP framework session (environment) Meeting link:	MYP PSP framework session (environment) Meeting link:	DP PSP framework session (environment)" Meeting link:	CP PSP framework session (environment) Meeting link:
10 minutes	Transition time			
15–30 minutes	Debrief with PYP coordinator Meeting link:	Debrief with MYP coordinator Meeting link:	Debrief with DP programme coordinator Meeting link:	Debrief with CP programme coordinator Meeting link:

Day 2				
Time	PYP	MYP	DP	CP
15 minutes	Check-in with PYP coordinator	Check-in with MYP coordinator	Check-in with DP coordinator	Check-in CP coordinator Meeting link:

	Meeting link:	Meeting link:	Meeting link:	
45 minutes	PSP framework session (culture) Meeting link:			
10 minutes	Transition time			
45 minutes <b>Optional</b> if parents and legal guardians are included in the framework or programme development meetings. <b>Required</b> if parents and legal guardians are not included in the framework meetings.	Meeting with parents and legal guardians Meeting link:			
15 minutes	Break			
60minutes	PSP framework session (learning) Meeting link:			
10 minutes	Transition time			
45 minutes <b>Optional</b> if students are included in the framework or programme development meetings. <b>Required</b> if students are not included in the framework meetings.	Meeting with PYP students Meeting link:	Meeting with MYP students Meeting link:	Meeting with DP students Meeting link:	Meeting with CP students Meeting link:

45 minutes	Lunch			
45 minutes	Class visits Meeting link:	Class visits Meeting link:	Class visits Meeting link:	Class visits Meeting link:
10 minutes	Transition time			
15–30 minutes	Debrief with PYP coordinator Meeting link:	Debrief with MYP coordinator Meeting link:	Debrief with DP programme coordinator Meeting link:	Debrief with CP programme coordinator Meeting link:

Day 3				
Time	PYP	MYP	DP	CP
15 minutes	Check-in with PYP coordinator Meeting link:	Check-in with MYP coordinator Meeting link:	Check-in with DP coordinator Meeting link:	Check-in CP coordinator Meeting link:
30 minutes	Programme development discussion—planning and process Meeting link:			
10 minutes	Transition time			
30 minutes	Programme development discussion—impact on students Meeting link:			
10 minutes	Transition time			
45 minutes	Class visits			
60 minutes	Evaluation report writing			
15 minutes	Break			
45 minutes	Planning for the school community meeting with school leadership Meeting link:			
20 minutes	Break			
45 minutes	Conclusion meeting			

	Meeting link:
10 minutes	Transition time
30 minutes	School community meeting Meeting link:

## Appendix B: Pre-visit meeting guidance

For more information regarding the pre-visit meetings, see section “3.6 Visit agendas”.

### Planning meeting with the IB

When possible, this meeting should precede the planning meeting with the school.

**Participants:** Evaluation leader/team chair and IBWS manager

#### Meeting outcome(s)

- Confirm essential agreements for the approach to the visit, for example, conducting the visit through the lens of appreciative inquiry and contextual understanding.
- Review any background and context regarding the school, in addition to any relevant documentation submitted by the school, highlighting items for further follow-up with the school.
- Identify any country-specific resources that may help the evaluation team better understand the school context.
- Review and confirm pre-visit meetings with the school—the objectives, outcomes and roles for each meeting, including the:
  - evaluation leader: managing meetings with the school and team; chairing meetings
  - IBWS manager: supporting the school and evaluation leader during the visit and ensuring (planning) meeting outcomes are met.
- Review resources, found on IBEN Central, that outline evaluation leader responsibilities. Discuss how to use these resources to inform how to manage the visit and coordinate with the evaluation team.

### Planning meeting with the school

**Participants:** Head of school, programme coordinator, evaluation leader, IBWS manager (optional)

#### Meeting outcomes

- Establish the aims, scope and shared agreements for the visit.
- Establish the timeframe for the visit.
- Clarify roles and responsibilities for planning the visit.

**For multi-programme visits:** The evaluation team(s) should also plan to meet with the programme coordinators to learn more about the individual and collective programme implementation at the school and discuss any issues that may impact the visit.

### Planning meeting with the evaluation team

When possible, the evaluation team (at least the evaluation leader) should meet with the school leadership ahead of the visit to make introductions, establish their approach to the visit and discuss visit norms. This will allow for a more efficient use of time during the actual visit.

**Participants:** Team chair (when applicable), evaluation leader(s), programme leaders(s), IBWS manager (optional)

## Meeting outcomes

- Confirm essential agreements, expectations and roles for the visit.
- Confirm programme leader(s) have access to the necessary platforms, materials and resources for the visit.
- Share initial findings and questions arising from the preliminary review, self-study assessment and programme development plan and any other submitted documentation.
- Begin planning for the school leadership meeting.
- Continue to review and refine the visit agenda.

## Leadership meeting

**Participants:** Head of school, programme coordinator, evaluation leader, programme leader(s) (optional), IBWS manager (optional)

### Meeting outcomes

- Confirm the purpose, nature and tone of the visit, and the roles and responsibilities of those involved.
- Discuss expectations for the visit—what the school wants to achieve; discuss how the visit will be conducted.
- Reinforce the support role and availability of the IBWS manager before, during and after the visit.
- Highlight any initial findings or concerns from the school or evaluation team.

## Leadership meeting agenda

	Agenda item	Description and purpose
1	Introductions and roles	Meeting participants may have already met; briefly (re)introduce themselves and their respective roles.
2	Roles and responsibilities	<p>Discussion should include who is responsible for which tasks during the visit. Ordinarily, stakeholders assume the following roles during the visit.</p> <p><b>Evaluation leader:</b> manages team; liaises with the head of school, programme coordinator(s) and IBWS manager; coordinates findings; produces the report; conducts the conclusion meeting; assists the school in planning for the community meeting; produces the executive summary.</p> <p><b>School:</b> organizes visit logistics; describes community involvement in organizing and completing the preliminary review and self-study process.</p> <p><b>IBWS manager:</b> reviews and approves the visit report; supports the school throughout the programme evaluation process.</p>
3	Overview of the programme evaluation process	<p>Discussion should include the nature, purpose and tone of the evaluation visit as it relates to the overall programme evaluation process.</p> <p>The following should be also be discussed.</p> <ul style="list-style-type: none"><li>• Building capacity for effective self-reflection and action-planning according to the IB publication <i>Programme</i></li></ul>

		<p><i>standards and practices</i> and the <i>Guide to programme evaluation</i>.</p> <ul style="list-style-type: none"> <li>• A partnership approach to the visit</li> <li>• A spirit of “appreciative inquiry” during the visit</li> <li>• The meaning and importance of the programme strengths, areas for further consideration, and MTBA.</li> </ul>
4	School expectations for the programme evaluation process	Responses from school stakeholders will help inform the evaluation team’s areas for further consideration, which will support the school in its implementation of the programme(s).
5	High-level overview of the school context	School stakeholders present a summary of the school community and context. Stakeholders should also share opportunities and constraints regarding programme implementation.
6	Programme areas of strength	During this time, the school is encouraged to share any specific areas that the evaluation team should focus on during the visit. In particular, schools should share any areas of strength or identify where they would like external input or reinforcement.
7	Initial comments from the evaluation team	The team will share any initial comments from the preliminary review and the school’s submitted documentation. This is an opportunity to engage with stakeholders directly.
8	Questions and next steps	<p>This is an opportunity to raise any lingering questions about the programme evaluation process, the visit, roles and responsibilities or other related information.</p> <p>This time should <b>not</b> be used to discuss specific visit agenda items or visit logistics.</p>