

Guidelines for Good Teaching Evaluation Practice

- ☐ Establish the purposes of the evaluation and who the users will be.
- ☐ Include stakeholders in decisions about evaluation process and policy.
- ☐ Keep in mind a balance between individual and institutional needs.
- ☐ Publicly present clear information about the evaluation criteria, process and procedures.
- ☐ Establish a legally defensible process, including a system for grievances.
- ☐ Be sure to provide resources for improvement and support of teaching and teachers.
- ☐ Build a coherent system for evaluation, rather than a piecemeal process.
- ☐ Establish clear lines of responsibility/reporting for those who administer the system.
- ☐ Invest in the superior evaluation system and evaluate it regularly.
- ☐ Use, adapt or develop instrumentation suited to institutional and individual needs.
- ☐ Use multiple sources of information for evaluation decisions.
- ☐ Collect data on ratings and validate the instrument(s) used.
- ☐ Produce reports that can be easily and accurately understood.
- ☐ Educate the users of rating results to avoid misuse and misinterpretation.
- ☐ Keep formative evaluation confidential and separate from summative decision-making.
- ☐ In summative decisions, compare teachers on the basis of data from similar teaching situations.
- ☐ Consider the appropriate use of evaluation data for assessment and other purposes.
- ☐ Seek expert, outside assistance when necessary/appropriate.

(Theall, M., 2001)