

# APPENDIX Q

## CODE OF CONDUCT FOR EVALUATORS <sup>(11)</sup>

Carry out work with integrity.

- Teachers and others are naturally apprehensive during the evaluation process, treat all those you meet with courtesy and sensitivity and try to minimize stress.
- Try to allay anxiety by showing respect, valuing opinions, and showing interest in what is said.
- Focus your attention and questions on topics that will reveal how well students are learning.
- Assure confidentiality.

Act with the best interests of students and staff.

- Do not put students or staff in a position where they may have conflicting loyalties.
- Emphasize that students come first and are at the center of the review.
- Be supportive and enabling.
- Under no circumstances criticize the work of individuals during the site visit.
- Observations are confidential.
- Try to understand what teachers are doing and why.

Be Objective, base judgments on evidence not opinion.

- An individual's perception can be evidence especially if supported by others' observations.
- Judgments must be robust, fully supported by evidence, defensible and must inform the essential questions.
- Judgments must be reliable in that others would make the same judgments from the same evidence.
- Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies to team members' judgments as well.
- Discussion with staff and team members is part of the process to create a fair and secure evidence base from which corporate judgments are made. Opinions may help inform discussion but are not part of the evidence.
- The bottom line is whether the evidence is affecting student learning.