Example Bias Checklist

When	Questions	Actions
Before	 What preferences might I have about the lesson and/or teacher I am about to observe? What biases (i.e., personal, halo/horn, cultural, or confirmation) do I know I am likely to fall into? 	Name the biases and preferences and consider where they are most likely to affect my evaluation.
During	What are students doing and saying?What are teachers doing and saying?	 Record evidence objectively without interpretation or judgement.
After	 Did this teacher resemble me or have characteristics in common with me? Even if this teacher did something differently than I would do, was it still effective? Am I attributing positive qualities to the teacher based on a single exemplary behavior or trait? Is there anything in my own cultural background that influenced the way I interpreted the classroom I just saw? Have I considered the specific context and cultural factors that may influence the teacher's practices? Am I evaluating the teacher's performance based on my teaching style or preferences rather than objectively assessing their effectiveness? Have I overlooked or discounted evidence contradicting my preconceived notions about the teacher? 	Consider how each question may have impacted mt evaluation and adjust scores accordingly.

^{*}This checklist was developed by <u>Morgan Solender</u> for personal use. We welcome your feedback on its utility through the Student Behavior Blog's <u>contact page</u>. Readers are welcome to use and copy this checklist.

References

Three Steps to Avoid Common Observation Biases. Hendy Avenue. (2019, March 15). https://www.hendyavenue.com/avoid-observation-bias/

Xu, X. (2020, February 11). 5 tips to understanding and avoiding bias in teacher performance evaluations. Frontline Education. https://www.frontlineeducation.com/blog/avoid-bias-in-teacher-performance-evaluations/