

Professional Development, Self-evaluation Rubric

and

Elder Observation Rubric



questionnaires
development
analysis learners
informal
effectiveness
method products
education
online
product
interviews
monitoring
reliability
delivery
educational
elearning
usability
formal
content
procedures
criteria
outcomes
plan
learning
design
training
formative
monitored
summative
tracking
attitudes
material
technology
efficiency
data
collection
courses
process
formative
monitored
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attitudes
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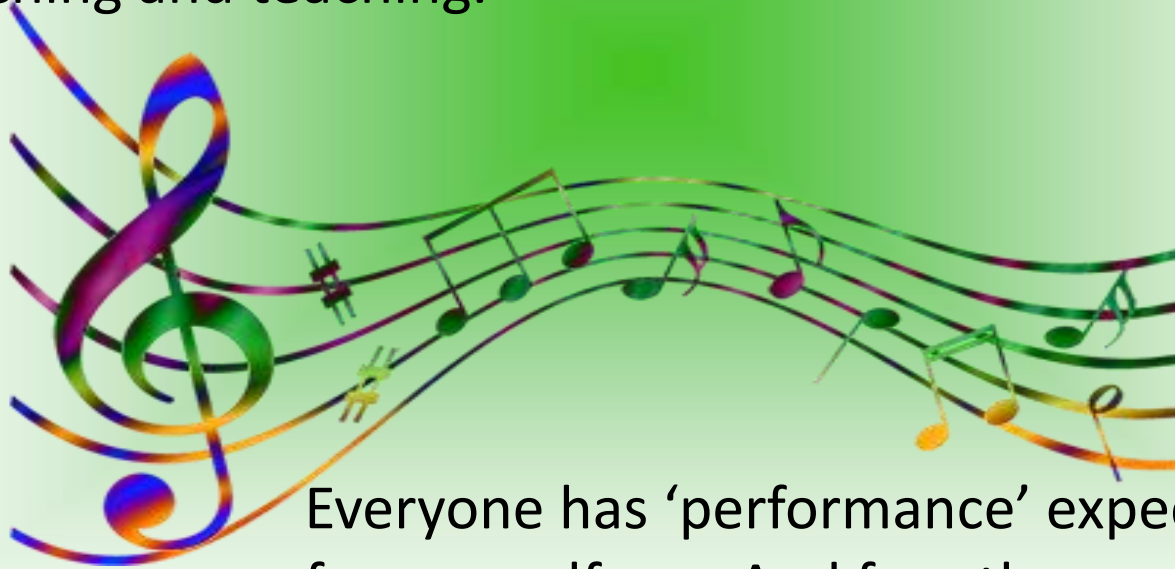
Self-Evaluation

Why?

How?

What?

From the moment we starting doing 'stuff', we are being observed and 'measured': walking, talking, schooling . . . Preaching and teaching.



Everyone has 'performance' expectations, for yourself And for others.

Are we afraid of evaluation – by our selves or by others?

How do we hope to grow in effectiveness?

Self-examination?

Cooking/baking – proof is in the eating!

- but even that is a single dimension: taste.

And in many situations that may be enough – a dietitian would probably disagree: is it also **healthy**?



Teaching is a multi-faceted performance with many variables
Self-evaluation is where it has to begin . . .

1) Very Weak	2) Fair	3) Good	4) Excellent
<ul style="list-style-type: none"> Understanding and Communicating the Content 			
<ul style="list-style-type: none"> Lesson material is inadequately and poorly covered. Students appear bored and disinterested, out of touch with the subject material and their teacher. 	<ul style="list-style-type: none"> Lesson material is dealt with in a perfunctory fashion, minimalistic. Students show occasional signs of interest and engagement with the subject material. 	<ul style="list-style-type: none"> Lesson materials were covered reasonably well. Many students responded knowledgeably to questions and discussions about the content. 	<ul style="list-style-type: none"> The concepts and doctrines were thoroughly discussed and taught. The pastor and students were wonderfully engaged in the lesson. Student responses show that the instructor has thoroughly engaged most of students in learning.
<ul style="list-style-type: none"> The Christian Classroom Environment 			
<ul style="list-style-type: none"> Devotions are hasty or forgotten. The pastor is insensitive to students' ages, family backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The pastor displays no familiarity with, or caring about, individual students. The pastor disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> Devotions are carried out perfunctorily. Most students participate. The quality of interactions between pastor and students, or among students, is inconsistent, with occasional disrespect or insensitivity. The pastor attempts to respond to disrespectful behavior, with uneven results. The pastor attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> Devotions are discussed with the students and the pastor points out their relevance. Students participate well. Talk between the pastor and the students and among the students is uniformly respectful. The pastor successfully responds to the disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas. The pastor makes general connections with individual students. Students exhibit respect for the pastor. 	<ul style="list-style-type: none"> Students suggest readings and songs that are appropriate, and participate enthusiastically. The pastor demonstrates caring about individual students' lives. There is no disrespectful behavior. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the pastor or other students. The pastor respects and encourages students' efforts.
<ul style="list-style-type: none"> Establishing a Christian culture for learning 			
<ul style="list-style-type: none"> The pastor appears poorly motivated and fails to clearly profile the gospel in his lesson. The pastor conveys that there is little purpose for the work. Students exhibit little pride in their work. 	<ul style="list-style-type: none"> The pastor appears somewhat committed to his task and only profiles the gospel in a weak fashion. The pastor conveys high expectations for only some students. Students exhibit a limited commitment to complete their work. The pastor's primary concern appears to simply get the task at hand done. 	<ul style="list-style-type: none"> The pastor enthusiastically shows the gospel message throughout his lesson. The pastor demonstrates a high regard for students' abilities. Students work well to complete work of good quality. 	<ul style="list-style-type: none"> The pastor enthusiastically shows the gospel message in his lesson and engages the students in showing its relevancy to their lives. The pastor communicates passion for catechism. Students indicate engagement through their questions and comments. Students help each other in understanding the lesson.

• Managing Student Behaviour			
<ul style="list-style-type: none"> The classroom environment is chaotic, with no standards of conduct evident. Some students disrupt the classroom, without effective response from pastor. 	<ul style="list-style-type: none"> The pastor attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The pastor's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> Behaviour expectations appear to have been established and implemented successfully. The pastor's response to student misbehavior is appropriate and effective. 	<ul style="list-style-type: none"> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. Pastor and students exhibit respect and appreciation for each other.
• Communicating with the students			
<ul style="list-style-type: none"> Students indicate through body language or questions that they don't understand the lesson. The pastor makes serious content errors that may affect students' understanding of the lesson. The pastor's level of language is too difficult. 	<ul style="list-style-type: none"> The pastor's explanation of the content consists of a monologue, with little participation by students. The pastor makes no serious errors in explaining the lesson. The pastor's explanations of content are purely procedural, with no indication of how students can think. The pastor's vocabulary and language correct but unimaginative or dated (old-fashioned) 	<ul style="list-style-type: none"> The lesson is clearly introduced and connected to previous learning. The pastor's explanation of the lesson is clear and correct, and invites student participation and thinking. The pastor's language usage is correct and entirely suited to the lesson. The pastor's language fits with the students' ages and levels of development. 	<ul style="list-style-type: none"> Students are able to explain what they are learning. The pastor explains content clearly and imaginatively. The pastor clearly engages his students by showing the relevancy of the lesson to their lives. The pastor uses students successfully to explain the content. The pastor uses language well, offering brief explanations where appropriate.
• Using questioning and discussion techniques			
<ul style="list-style-type: none"> Questions are rapid fire with a single correct answer; do not invite thinking. All discussion is between the pastor and a few students; students are not invited to speak directly to each other. The pastor does not ask students to explain their thinking. A few students dominate the discussion. 	<ul style="list-style-type: none"> The pastor frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students too quickly. The pastor invites students to respond directly to one another's ideas, but few students respond. The pastor calls on many students, but only a few actually participate in the discussion. 	<ul style="list-style-type: none"> The pastor uses questions to invite students to think in new directions. The pastor makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by the pastor. The pastor calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. 	<ul style="list-style-type: none"> Students initiate higher order questions. The pastor builds on, and uses student responses. Students interaction with classmates during a discussion is engaging. Virtually all students are engaged in the discussion.
• Engaging the Student in Learning			
<ul style="list-style-type: none"> Few students are meaningfully engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. 	<ul style="list-style-type: none"> Some students are meaningfully engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of memorization of facts or procedures. Few of the materials and resources require student thinking. 	<ul style="list-style-type: none"> Most students are meaningfully engaged in the lesson. Many learning tasks challenge students to think of different responses. Students are invited to explain their thinking as part of completing tasks. Materials support the learning goals and require appropriate student activities. The pacing of the lesson provides students the time to process mentally. 	<ul style="list-style-type: none"> Virtually all students are meaningfully engaged in the lesson. Practically all lesson activities challenge student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson.

What do pastors need to grow as teachers?
How can we give them a 'leg up'?

