

Chapter 8

MEASURING THE TEAM'S EFFECTIVENESS:

Evaluation

At the beginning of a football season, professional teams are loaded with players who have reported to training camp. As the pre-season progresses, however, some players are cut and others are traded. When the regular season begins, each team will have a reduced roster of forty-five men. Managers and coaches do not make their player selection arbitrarily, but base their assessments on observations and data collected on each individual. The ultimate goal of a football club is to win the Super Bowl, and evaluations of players are made in the context of who will best help the team accomplish that goal.

In discipleship our goal is to help people become mirror images of Jesus Christ. Our Lord has brought us together as a team to accomplish the purposes of evangelism and edification. We strive for a prize that is far more valuable than a Super Bowl ring. Therefore it is important for those involved in any educational ministry to strive for excellence. Evaluation is an essential process for helping us reach our goal.

Why should we use evaluation in our Christian education program?

Evaluation is essential to let us know how we are doing. A golfer's score is an evaluation of his play on a given day; a dieter's weight is an assessment of progress on a new weight loss program and a merchant's commissions reveal the degree to which he/she has successfully sold company products. Measurement is a way of life. Very few enterprises endure through time without the systematic measuring of their effectiveness.

What an unfortunate contrast is found in the church. Pastors may preach and shepherd year after year without the guidance of evaluation. Deacons may continually be voted to the church board without ever weighing their contribution to leadership. A youth sponsor may work unassisted for years with a youth group, not because he/she is particularly effective with the teens, but because no one else will do the job.

Some individuals have the attitude that it is unspiritual to measure a pastor's performance or a Sunday School teacher's class session. However, even Jesus practiced evaluation. He would often teach his disciples, and then send them out to test their learning. He would give them a lesson on faith, and then ask them to cross a lake, knowing full well a storm would arise to test that faith. Ultimately, each believer will stand before Jesus as he assesses our faithfulness.

Only a naïve person would believe that our educational teams are doing the best jobs of which they are capable. But if they are not the most effective in service, in what areas do they need to improve? This question can only be answered through regular evaluation.

Exactly what should be evaluated in our Christian education ministry?

Three concerns should receive regular assessment: facility, program and staff. The least resistance to evaluation is encountered with facilities; greater resistance regarding program and the greatest amount of apprehension in relation to teacher evaluations.

Church members often make comments about the *facilities*. Whether based on objective data, or a subjective complaint about the setting of the air-conditioning, facility assessment is relatively easy to undertake. It is not difficult to determine the amount of square footage needed for both present Sunday School enrollment, and a five-year projected enrollment. It is also fairly easy to compare the items in a classroom to a checklist of recommended equipment. Raising the necessary finances for a new education unit may prove difficult, but determining the need for additional space is relatively easy. From the cleanliness of a rug in the toddler room, to the availability of overhead projectors in adult classes, regular facility evaluations should be made by program leaders and the Discipleship Commission.

The second concern of evaluation relates to *program*. Making assessments of this type are a little harder because they tend to be more subjective. "Should a church use Pioneer Clubs, or should they adopt the Awana program?" A simple answer to this question may be difficult because of leader's preferences and local variables which have bearing upon the decision.

Rather than perpetuating a program merely because it has always been part of the church's ministry, a team can assess every program to see if each is contributing to the church's mission. Even when a program contributes to the mission, evaluation will reveal

growth areas to improve its quality. For example, a Sunday School evaluation can use feedback from both students and teachers to identify strengths and weaknesses. The strengths and weakness of curriculum can also be delineated by using an appropriate instrument (included at the end of this chapter).

“Should the youth program be moved from Wednesday evening to Thursday evening?” “Should we begin a children’s church?” “Do we need a curriculum with more Bible memory?” These and many other legitimate questions belong in the domain of program evaluation.

The most sensitive area of evaluation deals with assessing the performance of *teachers*. No one likes to be criticized, and very few people will voluntarily put themselves in a place where they might be evaluated. Since teaching staffs are comprised of volunteers, most churches do not even attempt to measure the effectiveness of their teachers. In fact, with recruitment consuming so much energy, the measurement of teacher effectiveness is frequently the last item on a leader’s agenda.

Teachers do more than communicate Bible content. They themselves are the embodiment of the content. Their love for students, their commitment to preparation, the way they handle discipline and their individualization of instruction all communicate a message. Sometimes students question the value of Sunday School. Teachers themselves sometimes wonder if they have really accomplished anything significant during the last year of their labors. Regular evaluation of the teaching staff will reveal the degree to which learning has taken place, and show additional ways teachers can grow in effectiveness.

How can teachers assess the effectiveness of their instruction?

There are a number of means whereby a teacher can receive evaluative input.

1. A teacher can make personal assessments. After taping a class session on a cassette recorder, the teacher may ask himself several questions.

Was there variety in the class?

How involved were the students? Who did most of the talking?

Did I individualize any of the instruction?

How were instructions given; were they clear?

How was classroom management (discipline) handled?

What questions did the students ask? Did I understand them and answer them carefully?

How much time was spent on the introduction, body, and conclusion of the session?

Was adequate time left for personal application?

These questions and others can give a teacher perspective on his or her session.

2. A teacher can use evaluation forms to measure everything from preparation to the actual communication process. A number of forms are available for classroom evaluation. Teachers may also formulate their own questionnaire, asking the class for input on the teaching process. It is less threatening to talk about evaluating the “teaching-learning process” rather than evaluating the teacher. A couple of times each year students can be asked to share what they like and dislike about their classroom activities.

3. A teacher can also benefit from colleague evaluations. It is profitable to have an objective third party sit in on a teacher's class session. This provides an evaluative look at the teaching process through another's eyes. The more objective the observer, the more valuable the evaluation will be. An observation form for recording data objectifies the process. The information would then be shared with the teacher after the class session. Forms are best left with the teacher (for referral), never kept by the observer or program leader. A sample evaluation form that has been used in several churches may also be found at the end of the chapter.

How can the threat of evaluation be minimized for teachers?

Most of us are threatened by someone evaluating our "performance." This threat can be minimized in a number of ways:

First, the church can have a comprehensive training program in which evaluation is expected of all teachers.

Second, this expectation can be explained to teachers when they are initially recruited.

Third, teachers should be given immediate feedback, which will minimize the potential for lingering anxiety.

Fourth, the forms should be left with the teacher, again to minimize anxiety.

Fifth, observers can be encouraged to mark forms graciously (this will not greatly distort a teacher's profile, and it will still give direction for improvement).

Sixth, evaluate the classroom's teaching team as a whole. Rather than evaluate a solo teacher, complete a "Teaching-Learning Process" form for the entire team working in a classroom. Teachers working solo must obviously be assessed alone. However, in light of the benefits of team teaching, and with safety concerns for children, few churches today permit teachers working alone with students.

Seventh, let evaluation be an ongoing part of the entire church. Without bombarding the congregation with continuous surveys, seek ways to elicit input on the educational program, youth ministries, worship services, music and even the direction and nature of the preaching.

If presenting "all people mature in Christ" is important, then we need to help people see that assessing our effectiveness is a critical spiritual task.

How can I learn more about my students and their needs?

Christian education books on teaching are a good source for overviews on the general characteristics of students. Traits for particular age groups are usually included in these resources. Furthermore, publishing house materials typically include a section that describes the age populations for whom the curriculum was written.

Even within an age grouping, however, students have individual differences. Specific student information is best gained through personal interaction with the student. A teacher may choose to use a questionnaire in class to glean information on family background or personal preferences, but the best method for gaining information about the students is to meet with them inside their own environment, outside of class.

Several years ago I read an interesting report that documented the high value of a teacher's personal, out-of-class contact with students. The teachers that capitalized on informal moments with students were consistently ranked by the students as "good teachers" regardless of their classroom pedagogy.

When teachers view their role as dispensers of content, they will not have as great an effect on students as teachers who views their role as shepherds of a mini-group within the church. The good shepherd *knows* his/her sheep, and this is understood more quickly and thoroughly by personal relationships with students beyond the classroom.

How can we take subjectiveness out of evaluation?

Before any function can be measured, it must first be defined. People can identify their weight because of an increment called a "pound." They can note the temperature in a room, because "degrees Centigrade" and "degrees Fahrenheit" have been predetermined.

If a teaching evaluation is nothing more than the subjective feelings of an observer during a class session, the teacher will not gain useful information. However, the greater the objectivity of the assessment, the more it will guide the teacher toward improving instruction. Using *evaluation forms*, such as those described previously, will add validity to the evaluation process. The forms themselves are based on presuppositions of what constitutes teaching competence. Assessments made in relation to a standard provides information that is beneficial to the teacher.

Multiple observations will also minimize subjectivity in evaluation. Several observations over time, or several observations by different people, will give a more accurate picture of a teacher's classroom performance.

Conclusion

Each week professional ball clubs review films of their previous game. The players watch the films while the coaches comment on what made each play a success or a failure. Individual players will often view, for hours, their own clips or those of their opponents. For athletes, evaluation of the game is a way of life.

Unfortunately, in the game of Christian education, we have not capitalized enough on the benefits of teaching review. Teaching assessments can reveal which classroom activities are most profitable, and which need greater practice. Regular evaluation of facility, program and staff will help us best direct our energies toward our goal of helping students conform to the image of Christ (Romans 8:29).

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SUNDAY SCHOOL EVALUATION

Harold J. Westing

excellent
 adequate
 need improvement
 poor

I. An adequate school has sufficient staff and groups to provide a good ministry to each individual person enrolled.

Questions

- | | |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Our school has a proper ratio of teachers to students for each respective age group. One teacher for five preschooler students; for elementary school years, one teacher for each six to eight students; for youth, eight to ten students; for adults, 25 to 40 students. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Classes are organized by appropriate ages or interests. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. All of our staff has had an introductory course on teaching. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. All of our staff has upgraded their teaching abilities by having some ongoing training each year. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. The staff at our church has been, and is being recruited by means of prayer, invitation, challenge, and training. |

excellent
 adequate
 need improvement
 poor

II. An adequate school has a predominant emphasis on an evangelistic outreach.

- | | |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. The majority of the staff is currently involved in a specialized program of outreach. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. The community is constantly made aware of our church and Sunday School by some type of media. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Evangelism is constantly talked about by our staff in staff meetings and other public sessions. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. There is a sufficient variety of programming so that each person will find a happy place to study God's Word. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Our budget allows an equal amount to be spent on outreach as is spent on the nurture of those enrolled. |

excellent
adequate
need improvement
poor

III. An adequate school is busy making disciples.

1. Each staff member is mature enough himself that he is able to disciple his students.
2. Teachers spend time with their students outside the class discussing the truth taught (or students work with students).
3. Students are given specific instructions on how practice the truths taught from each unit of study.
4. The pastor and the school leaders regularly spend time in prayer, personal enrichment and school planning.
5. It is obvious that people in our school are loved. Our teachers give a great deal of personal attention to each student.

excellent
adequate
need improvement
poor

IV. An adequate school places a high priority on a quality educational experience for each student.

1. Our school's educational experience provides for enrichment in all of the various phases—teaching, evangelism, worship, fellowship and service.
2. Our staff is developing its weekly teaching and program around one clear goal.
3. It is obvious that each teacher understands the characteristics of the age group he teaches.
4. It is obvious that each teacher understands his age group and how best to teach them.

excellent
adequate
need improvement
poor

V. An adequate school works hard to develop and maintain a sense of spiritual excellence.

1. Our whole church is caught up in praying for the school's outreach and ministry.
2. We constantly check our program to see that it is functioning according to Biblical principles.
3. Our leaders are spiritual pacesetters whose motivation and conversation is flavored by spiritual things.
4. It is obvious as you observe the staff in operation that they are not just trying to get by but that they are striving for excellence in their respective assignments.
5. A casual observation of everyone involved in the school reveals a sense of enthusiasm toward the pupils and the program.

excellent
adequate
need improvement
poor

VI. An adequate school is guided by a pastor who is enthusiastically involved in its ministry.

1. The pastoral staff spends time on a regular basis with the superintendent in planning and prayer sessions in regard to the Sunday School.
2. The pastor takes a visible, active part in the school's teaching program.
3. The pastor is a pacesetter in evangelism, goal setting and organization.
4. The pastor is conversant with Sunday School organization and takes an active part with the leaders in its organization.
5. The pastor aids in equipping current and prospective staff for a bigger and better Sunday School.

excellent
adequate
need improvement
poor

VII. An adequate school has mobilized an effective team for the work of the ministry.

1. Each worker has been given, in writing, a clearly defined job description.
2. Lines of responsibility are set forth clearly so that each worker will be held accountable to follow through with his God-called ministry.
3. Our staff meets together both as a total unit and as individual departments for planning, communication, training and building vision.
4. Each department works together as a team in planning and operating their department.
5. Our staff is developing and following through on a yearly planning calendar of events and goals for the school.

excellent
adequate
need improvement
poor

VIII. An adequate school sets and works goals.

1. Each one of the staff has, in writing and is clearly aware of, the specific purpose for his particular mission and how that fits into the greater goal for the Sunday School.
2. Goals for the school are established by the prayer and thought processes of the majority of the team.
3. Our school has discussed and recorded specific progress in relation to each goal they have established.
4. The school staff has not only written out its goals but has developed a planned strategy for the fulfillment of those goals.
5. Our school is willing to come with creative alternatives rather than to allow seemingly impossible roadblocks to stop them in their pursuit of fulfilling their stated objectives.

Suggested Criteria
For the
EVALUATION OF CURRICULUM MATERIALS
OF CHRISTIAN EDUCATION
In the Local Church
Gospel Light

This suggested criterion is a simple evaluation instrument which you may use for testing the curriculum materials used in your Sunday School. The test results will help you determine if the curriculum measures up to your expectation in contributing to the achievement of the church's anticipated Christian Education goals.

Frequently workers in the local church find themselves using materials without knowing whether they fit the specific needs of the church, or even the basic needs of Bible Instruction and Christian Education.

“Yes” indicates that your selected materials may be meeting the needs of your staff and students, and thus the needs of your entire church.

<i>I. CONTENT VALUES:</i>	<i>Yes</i>	<i>No</i>
A. Are the aims presented in terms of expected changes in the lives of your students?	_____	_____
B. Does the material consistently help your teachers lead the students toward the experience of salvation?	_____	_____
C. Are there well-defined achievement goals, <i>and</i> is there also an emphasis on using the Bible message as a guide in decision making and problem solving?	_____	_____
D. Are the materials appropriate for the age-level understandings and physical development of the students?	_____	_____
E. Do the student materials stimulate the pupil to use and share them with peers? (Most important as an outreach tool.)	_____	_____
F. Does each unit of study arouse the the curiosity and anticipation of the students?	_____	_____
G. Does each lesson relate to the unit of study in a way that can be clearly understood by laymen?	_____	_____

<i>II. TEACHER VALUES:</i>	<i>Yes</i>	<i>No</i>
A. Are the materials presented in a way that allows the teacher to absorb, understand, and teach them with a reasonable amount of preparation? (Professional educators recommend about 15 minutes preparation time, though if you are teaching the very young you might need much additional time.)	_____	_____
B. Do the materials stimulate the teacher to further self-study?	_____	_____
C. Do the materials encourage and help the teacher to teach to the best of his/her ability?	_____	_____
D. Do the materials help teachers decide what “must” be taught, “should” be taught, and “could” be taught? (Thus helping the teacher decide between the highly important, and the mildly important concepts, facts, and information.)	_____	_____
E. Are there “visual aids” and “tips for teaching” included with each lesson or must a teacher search through additional packets, handbooks, manuals and brochures to find the suitable helps?	_____	_____
F. Is there a variety of media for the teachers use?	_____	_____
G. Are the teaching resources and teacher’s books reusable over a two to three year period?	_____	_____
 <i>III. STUDENT VALUES:</i>	 <i>Yes</i>	 <i>No</i>
A. Do the materials clearly present and explain activities that can be done by the student?	_____	_____
B. Do the materials clearly explain how salvation will help the student become committed to God, rather than only explaining about things to “do” for God? (To “do” something for God without being committed “to” God can produce a “donut” student. all activity on the outside with a hole in the middle.)	_____	_____

C. Do the materials stimulate students to study and learn more without teacher pressure? (Why not ask some of your students?)	<i>Yes</i>	<i>No</i>
	_____	_____
D. Will the materials printed on paper remain usable for the full period of time expected?	_____	_____
E. Does the format (size of type and page design), color and art work invite the student's attention and interest?	_____	_____
F. Is the vocabulary selected for the age group which will use the material?	_____	_____
G. Are the materials usable by students of high intelligence and alertness, or only usable by students of average intelligence and below?	_____	_____
<i>IV. TRAINING VALUES:</i>	<i>Yes</i>	<i>No</i>
A. Do the materials include "suggestions for teaching" aimed at helping the teacher become more accomplished?	_____	_____
B. Are there teaching ideas included that are adaptable to the training of groups of teachers?	_____	_____
C. Do the "training suggestions" include both general and specific teaching ideas?	_____	_____
<i>VI. CHURCH VALUES:</i>	<i>Yes</i>	<i>No</i>
A. Do the materials emphasize that the Sunday School is an integral part of the Church?	_____	_____
SCORE	_____	_____

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ARE YOU LEARNER CONCERNED?

Check the box which most correctly answers each of the questions below.

DO YOU...		ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
PHYSICAL	provide adequate lightning for reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	keep the room temperature and air circulation comfortable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	arrange furnishings to encourage participation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>					
SECURITY	provide the security of a few rules that are consistently enforced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	readily admit it when you don't know the answer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	have an awareness of the vocabulary level of your learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	avoid using "put-downs" when opinions or ideas are different from yours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
SOCIAL	show a sensitivity to your learners' problems and feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	share personal feelings and experiences in your Christian life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	let Jesus love your learners through you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	encourage your learners to work together?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
SELF-RESPECT	plan activities that allow you to discover what your learners are really learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	see your class as individuals rather than as a group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	listen to your learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	affirm your learners for sharing and cooperating in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
ACHIEVEMENT	<hr/>				
	provide creative ways for learners to express ideas and use abilities and interests?				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
plan a variety of learning activities during the quarter?					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<hr/>					
plan ways to involve every learner?					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SPIRITUAL	<hr/>				
	help your learners discover Bible truths for themselves?				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
help you learners identify with Bible characters as real people?					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<hr/>					
express enthusiasm about being a Christian?					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Used by permission. Brown, Grove and Blankenbaker. *Teacher Training* International Center for Learning: Ventura, CA. 1982, p. 83.

EVALUATION OF THE TEACHING-LEARNING PROCESS

Realizing that this evaluation will be subjective, it will nevertheless serve as a useful tool in trying to better understand the teaching-learning process. If you feel that you are not qualified to make a judgment on an item, you may omit it.

1. A general air of FRIENDLINESS and happiness pervades the classroom
Friendliness ___:___:___:___:___:___ Lack of friendliness
2. ENTHUSIASM stimulates class interest
Enthusiasm ___:___:___:___:___:___ Lack of enthusiasm
3. The teacher uses personal examples, and is willing to admit personal shortcomings
Honesty ___:___:___:___:___:___ Lack of honesty
4. HUMOR in the classroom tends to promote more effective learning
Humor ___:___:___:___:___:___ Lack of Humor
5. Clear and commanding SPEAKING by everyone aids our learning
Good Speech ___:___:___:___:___:___ Poor speech
6. FREEDOM FROM ANNOYANCES in the classroom contribute to the effectiveness of the teaching-learning situation
Free from _____ Bothered by
annoyances ___:___:___:___:___:___ annoyances
7. The PROMPTNESS and efficiency of the instructor increases the value of the class
Promptness ___:___:___:___:___:___ Lack of promptness
8. The general APPEARANCE and demeanor of the teacher are appropriate
Good appearance ___:___:___:___:___:___ Poor appearance
9. The working relationships of the staff are complementary to each other, and add to the UNITY of the teaching-learning process
Unity ___:___:___:___:___:___ Disunity
10. The teacher maintains good learning discipline in his classroom
Good discipline ___:___:___:___:___:___ Poor discipline
11. The purpose of the course is clear to the students
Clear purpose ___:___:___:___:___:___ Unclear purpose
12. The instructor's PREPARATION appears adequate
Good preparation ___:___:___:___:___:___ Poor preparation
13. Classroom activities are orderly and systematic
Good organization ___:___:___:___:___:___ Poor organization

14. ASSIGNMENTS are clear and challenging

Good assignments ___:___:___:___:___:___ Poor assignments

15. Teaching methods are appropriate

Appropriate ___:___:___:___:___:___ Not appropriate

List methods used *)

*)

*)

*)

*)

*)

16. Students participate actively in class procedures

Participate ___:___:___:___:___:___ Do not participate

17. The class is related to daily life

Applicable ___:___:___:___:___:___

18. Outlines, syllabi, summaries, and other supplementary materials contribute to student learning

Aids, materials ___:___:___:___:___:___ Lack of materials

19. Sufficient time is provided for REVIEW

Review time ___:___:___:___:___:___ No review time

20. Does the teacher really LISTEN to his students?

Listens ___:___:___:___:___:___ Does not really listen

21. The objectives of the teacher were reached

Objectives reached ___:___:___:___:___:___ Objectives not reached

Ask ahead of time and see if you think he reached them during the class.

22. The spiritual tone of the class

Highly spiritual ___:___:___:___:___:___ Purely secular

23. The authority in the classroom was

Word of God ___:___:___:___:___:___ Teacher

Name of Evaluator: _____ Date: _____

From *Make Your Sunday School Grow Through Evaluation*, pp. 82-85.
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