Christian Education Department of the Church of God in Jamaica

Performance Evaluation Instrument

35 Hope Road, Kingston 10

Part One: Biographical Data

Congregation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Region \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Congregational Size:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Sunday School Students:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Sunday School Teachers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Sunday School Materials Used\_\_\_\_\_\_\_\_\_\_\_\_

List the various Sunday School Classes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name of Sunday School Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Christian Education Director/Personnel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members of Christian Education Board \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Is there a Youth Fellowship at your Church \_\_\_\_\_\_\_\_\_ What is the size of the Youth Fellowship \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are there any Uniform Groups such as Boy Scouts/Girl Guides \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the size of these groups\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are there any Young Adult Group/Groups\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List these Groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Circle the Christian Education Programme/s for the Year

1. Family Life Day
2. Family Life Week
3. Family Life Month
4. Childrens’ Ministries
5. Training for Sunday School Teachers
6. Training in Evangelism
7. Specify Other Programmes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Part Two: Planning for Student Learning

*Key 4 Exceeds Expectation* 3 *Meets Expectation* 2 *Area of Concern* 1 *Unsatisfactory-*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Observation of Teaching Skills | | |  |  |  |  |  |  |
|  | Areas of Performance | | |  | Levels of Competence | | | | |  |
|  | Planning for Student Learning | | |  | 4 | 3 | 2 | I 1 | |  |
|  | Demonstrates a planned approach toward delivering the | | | |  |  |  |  |  |  |
|  | lessons and achieving learning outcomes. | | | |  |  |  |  |  |  |
|  | Lesson plans have clear objectives | | | |  |  |  |  |  |  |
|  | Plans and integrates the use of available resources and | | | |  |  |  |  |  | I |
|  | technology. | |  |  |  |  |  |  |  |  |
|  | Subject content demonstrates regard for level of students. | | | |  |  |  |  |  |  |
|  | Plans/develops evaluation methods aligned to lesson goals. | | | |  |  |  |  |  |  |
|  | Maintains proper records to track student progress against plans | | | |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |
|  | Uses evaluation results to guide future planning. | | | |  |  |  |  |  |  |
|  |  | |  |  |  |  | | |  |  |
|  | Teaching for Student Learning | | |  | 4 | 3 | 2 | | 1. |  |
|  | Communicates lesson objectives to students at beginning of | | | |  |  |  |  |  |  |
|  | lesson. | |  |  |  |  |  |  |  |  |
|  | Knows the subject matter well enough to have an in-depth | | | |  |  |  |  |  |  |
|  | conversation about it. | |  |  |  |  |  |  |  |  |
|  | Recognizes differences in abilities of students. | | | |  |  |  |  |  |  |
|  | Recognizes differences in learning styles of students. | | | |  |  |  |  |  |  |
|  | Delivers content in a logical and sequential manner. | | | |  |  |  |  |  |  |
|  | Links content with previous lessons and or students' own | | | |  |  |  |  |  |  |
| experience. | |  |  |  |  |  |  |  |  |
|  |  | | | |  |  |  |  |  |  |
|  | Uses activities that are motivating and challenging. | | | |  |  |  |  |  |  |
|  | Makes learning the subject matter relevant and interesting. | | | |  |  |  |  |  |  |
|  | Provides the opportunity for students to participate | | | |  |  |  |  |  |  |
|  | responsibly in the learning process. | | |  |  |  |  |  |  |  |
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Supplemental Comments

1. Describe the strength of the congregation’s Christian Education programme\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Describe the weaknesses of the congregation’s Christian Education programme\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. List recommendations to improve the congregation’s Christian Educational programmes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name of Christian Education Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_