

## Teacher Self-Evaluation Tool

As we finish each school year, it makes sense to reflect on our efforts: How are we doing? How can we do better? Phyllis Meshel Onest, Director of Religious Education for the Metropolis of Pittsburgh, prepared this self-evaluation scorecard. A thoughtful assessment can produce some valuable changes for the next school year. Share this with all the teachers in your parish and compare notes now,

while the memories are fresh and while there is time over the summer to plan and implement improvements. Perhaps a teacher's retreat would be a good opportunity to brainstorm, share ideas and work on common difficulties. Remember to acknowledge areas of strength and congratulate yourself on your dedication and service to the community.

Name \_\_\_\_\_ Year \_\_\_\_\_ Grade \_\_\_\_\_

Y / N	Note	<b>CLASSROOM</b>
		1. Is the room an appropriate size for the class?
		2. Is there enough lighting for reading?
		3. Are the room temperature and air circulation comfortable?
		4. Is the furniture the correct size for the students?
		5. Is there too much or not enough seating for students and all teachers and helpers?
		6. Is the room cluttered with non-class-related items?
		7. Are there window treatments (blinds or curtains)?
		8. Is the display on the bulletin board relevant to the unit or liturgical season?
		9. Are the walls used for posters, displays, etc.?
		10. Are the furnishings arranged to encourage participation?
		11. Does the classroom provide a stimulating environment conducive to learning?
		12. Is there an area for prayer? On the wall, on a table, or on a shelf?
		13. Is there a window in the door for youth protection purposes?
		14. Are resource materials visible?

Y / N	Note	<b>TEACHER-STUDENT RELATIONSHIP</b>
		1. Develops good relationship and rapport with students while maintaining discipline.
		2. Creates a safe and loving environment for students.
		3. Creates atmosphere of mutual respect with students.
		4. Maintains control by using appropriate methods of discipline.
		5. Avoids "put-downs" when opinions or ideas are different from others.
		6. Listens to the students.
		7. Affirms students for sharing and cooperating.
		8. Plans ways to involve students.

Y / N	Note	<b>TEACHING STYLE &amp; METHODS</b>
		1. Uses the Greek Orthodox Archdiocese curriculum appropriate for this grade.
		2. Uses a lesson plan.
		3. Lesson has measurable objectives and they are fulfilled.
		4. Demonstrates knowledge and understanding of the lesson.
		5. Teaches to the age of the students and knows what to expect of them.
		6. Teaches Orthodox concepts and beliefs.
		7. Uses various teaching methods: lecture, large or small group discussion, cooperative learning exercise, student reports, etc.
		8. Considers the different ways students learn when presenting the lesson.
		9. Aware of the vocabulary level of the students.
		10. Sits at eye level with students.
		11. Makes good use of classroom time.
		12. Offers an activity for the first students to arrive (if their arrival is affected by where they sit in church & the time they receive communion).
		13. Makes use of icons, pictures, music, storytelling, games, etc.
		14. Gives students coloring sheets or worksheets from textbooks while in class.
		15. Helps students understand the content of the lesson.

Y / N	Note	<b>TRAINING</b>
		1. Professional teacher.
		2. Attended teaching and religious education workshops. When?
		3. Completed teacher training provided by parish.
		4. Completed or continuing the Greek Orthodox Archdiocese Teacher Certification Program.