**A picture containing text, clipart

Description automatically generatedMAFCEL First Year Evaluation**

**Faculty Form**

**Registrar’s Office**

847.866.3905 | 847.866.3884 fax | 2121 Sheridan Road | Evanston, Illinois 60201 | 800.SEMINARY | www.garrett.edu

**Student Name** Click here to enter text.

**Student ID** Click here to enter text.

**Date of Evaluation Meeting** Click here to enter a date.

**Directions to Faculty: After reading the student’s portfolio and self-evaluation form,** please check a formation level for each item below. The five-point scales below are not the equivalent of grades. Note the expected evidence sources that should inform your assessment. Describe in your comments how this evidence supports your assessment. The task is to identify if and how the student is progressing toward the program goal. Students whose scores are at the 1 level in any category need additional support and assistance to continue in the program; faculty reviewers should make appropriate recommendations for such assistance.   
*Note that students will not have yet completed course work in which some of these concerns are addressed.*

Part One: Degree Program Goals and Evaluation Scales

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| 1. To read and interpret shifting cultural and religious landscapes locally and globally | | | | |
| Sources for reflection:  Final paper Educating Christians for Social Change class  Mid-point evaluation rubric 1  Field Education Site Supervisor Assessment (Learning Goals 6 & 7) | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| No demonstrated evidence of any developed interpretive skills or disciplined self-reflection in understanding cultural and religious landscapes. | Some recognition of developing cultural and religious reading and interpretive skills. | Shows a good grasp of the issues and information, and makes clear and appropriate interpretative connections of cultural and religious landscapes. | Demonstrates a consistent capacity to read and interpret shifting cultural and religious landscapes in a thoughtful and illuminating fashion. | Keen and novel reading and interpretation skills; effectively critiques and encompasses other perspectives; a long and engaging critical view of the issues involved. |
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Faculty Comments, Observations, Recommendations:

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| 2. To identify and evaluate Christian religious education (CRE) theories, approaches, and practices | | | | |
| Sources for reflection:  Final paper in History/Theories of Christian Education OR Approaches to CE class | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| Inconsistent and weak analysis, argument lacking clarity and any focused engagement with learning objective. | Shows some recognition of developing identifying, defining and evaluative skills in historical and contemporary theories, approaches, and practices of Christian religious education and formation. | Provides a clear account of history and context; sees different levels of interpretation of the theories, approaches and practices of CRE. | Nuanced interpretation and analysis; sees more subtle differences, levels, ironies in diverse interpretations of the theories, approaches and practices of CRE. | Sees deeply and incisively into the different interpretations of the theories, approaches and practices of CRE in light of illuminating interpretation and analysis of histories and contexts. |
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Faculty Comments, Observations, Recommendations:

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| 3. To demonstrate interdisciplinary (theological and social scientific) knowledge of the Christian tradition | | | | |
| Sources for reflection:  HB exegesis paper OR NT portfolio  History 1 Trinity Essay OR History 2 Modern Paper  Intro to Theology Final paper  Field Education Site Supervisor Assessment (Learning Goals 2ab, 3, & 4def) | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| Inconsistent and weak integrative interdisciplinary skills, lacking clarity and any focused engagement with learning objective. | Shows some recognition regarding the synthesis of theological and social scientific knowledge and practice. | Accurately interprets and draws warranted conclusions from resources, moves beyond description of resources to critical engagement with them. | Clear and convincing use of interdisciplinary resources, making substantive connections that enhance understanding of creative educational leadership and partnerships in the church and the wider community | Thoughtfully engages and contributes to significant conversation across disciplines that promote the advancement of creative educational leadership and partnerships in the church and the wider community. |
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Faculty Comments, Observations, Recommendations:

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| 4. To evaluate educational strategies and approaches for emancipatory teaching and learning | | | | |
| Sources for reflection:  Teaching reflection paper | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| Unable to develop educational plans that draw on appropriate resources for emancipatory teaching and learning. | Limited pedagogical repertoire and methods to design and execute educational plans that are appropriate to contexts and communities. | Can perform well with reasonable knowledge of the field but has limited pedagogical approaches to execute the planned work. Demonstrates awareness of emancipatory goals that are appropriate to the context and community. | Able to use field knowledge and demonstrate skills to contextualize and adjust information in different contexts in ways that demonstrate evidence of a focused discipline of analyzing, evaluating, strategizing approaches to emancipatory teaching and learning. | Demonstrates excellent analytical, evaluative and innovative strategies and approaches for emancipatory teaching and learning. Creative and competent use of resources to reach the proposed objectives. |
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Faculty Comments, Observations, Recommendations:

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| 5. To utilize race critical and intercultural competencies for social justice education in diverse settings | | | | |
| Sources for reflection:  Final paper in Emancipatory Pedagogy OR Educating Christian for Social Change  Field Education Site Supervisor Assessment (Learning Goal 5) | | | | |
|  | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| Inconsistent and weak analysis, lacking clarity and engagement in issues of race, interculturality, and interfaith learning. | Shows some deficits regarding relevant pedagogical, theological, ministerial issues regarding the synthesis of race, interculturality and interfaith competencies. | Shows a good understanding and use of race, intercultural and interfaith skillsets in appropriate ways, making explicit and appropriate connections. | Consistent, compelling, and informative making of connections that enhance the understanding and practice of intersectionality regarding race, interculturality, and interfaith collaborations in teaching and learning. | Creative and original thinking, demonstrating how the interplay of race, interculturality, and interfaith collaborations evolve in the practice of teaching and learning. Demonstrate ability to engage and equip communities to expand their  possibilities for emancipatory learning. |
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Faculty Comments, Observations, Recommendations:

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| 6. To construct a spiritually-grounded, practice-based self-understanding necessary for transformative faith formation | | | | |
| Sources for reflection:  Spiritual Rule / Rule of Life  Field Education Site Supervisor Assessment (Learning Goal 1g) | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| No demonstrated evidence of any developed sense of spirituality or disciplined self-reflection requisite for ministerial work with others. | Some recognition of the importance of spiritual nurture and self-examination; some knowledge of the relevant resources for such work. | Acceptable evidence of self-awareness and sustained spiritual practices, drawn from varied sources and resources. | Evidence of a mature sense of self and regular practices of  self- and spiritual cultivation, rooted in the traditions and practices of one’s own community, and with increasing exploration of new repertoires. | Broad horizon of self-understanding about the strengths and limits of self in relation to others; critical awareness of the challenges and possibilities of one’s own spiritual grounding and faith position. |
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Faculty Comments, Observations, Recommendations:

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| 7. To develop theological and ethical foundations with diverse peoples and settings | | | | |
| Sources for reflection:  Final paper from: Educating Christians for Social Change; OR Teaching for Biblical Faith; OR Intro to Youth Ministry | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Perceptive* | **4**  *Nuanced* | **5**  *Insightful* |
| No demonstrated evidence of clear theological or ethical foundations to ground one’s work as teacher/leader alongside diverse peoples and in diverse settings. | Some recognition of crucial theological values and ethical commitments for competent work in familiar ministerial settings. | Acceptable evidence of synthesizing theological values and ethical commitments for educational response to a variety of ministry issues and settings. | Evidence of growing sophistication in the articulation of theological values and ethical commitments that ground and stretch one’s ministerial response to complex issues, situations, and settings. | Expansive, integrative foundations of theological values and ethical commitments that ground and guide one’s educational leadership in diverse, dynamic, ever fluid and complex cultural and religious systems and contexts. |
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Faculty Comments, Observations, Recommendations:

Click here to enter text.

Part Two: Reflect on Ongoing Work

Describe areas in which you think you have the most work yet to do in preparation for ministry.

Faculty Comments, Observations, Recommendations:

Click here to enter text.

Summary of mid-program conversation between student and faculty members:

Click here to enter text.

Recommendations for additional support or required work to facilitate continued development toward these learning outcomes:

Click here to enter text.

Student Signature: Click here to enter text.

Faculty Advisor Signature: Click here to enter text.

Second Faculty Signature: Click here to enter text.

Date: Click here to enter a date.

*Click on the signature lines to sign electronically.*

*Filling in signature line and sending from @garrett.edu email address, constitutes signature.*

*Send completed form to* [*registrar@garrett.edu*](mailto:registrar@garrett.edu)*.*