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Description automatically generated MAPM First Year Evaluation**

**Faculty Form**

**Registrar’s Office**

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**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. Recognize and explain the dominant economic, political, ecological, social, and cultural ideologies, institutions, and dynamics shaping public life today | | | | |
| Sources for reflection:  Theories and Theologies for Public Justice  Concentration courses  Public Ministry Project | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| No demonstrated capacity to remember or understand accurately the dominant ideologies, institutions and dynamics shaping public life today | Some demonstrated capacities in remembering and explaining the dominant ideologies, institutions and dynamics shaping public life today; summaries and explanations are incomplete and/or inaccurate | Shows a basic ability to summarize and explain the key issues, terms, and concepts regarding the dominant ideologies, institutions and dynamics shaping public life today | Demonstrates consistent capacities to accurately remember and understand the dominant ideologies, institutions and dynamics shaping public life today; summaries and explanations are accurate and go beyond basic recall | Written and oral summaries and descriptions demonstrate a substantive, nuanced, and expansive understanding of the dominant ideologies, institutions and dynamics shaping public life today |
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Faculty Comments, Observations, Recommendations:

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| 2. Identify and interpret the intersections between particular manifestations of injustice related to racism, economic exploitation, hetero-sexism, ecological degradation, and related forms of systemic inequity and harm | | | | |
| Sources for reflection:  Theories and Theologies for Public Justice  Concentration courses  Public Ministry Project | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| Unable either to understand or interpret any connections between particular manifestations of injustice | Shows some evidence of being able to identify and interpret the interconnections between 2 or 3 particular manifestations of injustice | Accurately understands and explores the connections between at least 3 manifestations of injustice in both written and oral communication | Written and oral descriptions demonstrate a clear and insightful under-standing of the many intersections between multiple manifestations of injustice | Written and oral communications explore complex patterns of historic intersection, mutual reinforcements, and the exponential impacts of multiple forms of systemic inequity and harm |
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Faculty Comments, Observations, Recommendations:

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| 3. Articulate the implications of one’s particular social identity and location, as well as one’s unique personal and spiritual temperaments, in preparing for a vocation in public ministry | | | | |
| Sources for reflection:  Person in Community  Practice and Theology of Christian Spirituality  Cross-Cultural Immersion  Field Education  Vocations in Public Ministry Lunches  Public Ministry Project | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| No demonstrated evidence of self-awareness related to social identity/location and personal/spiritual temperament | Some recognition of the implications of social identity/location and personal/spiritual temperament in relation to a vocation in public ministry | Acceptable capacities to articulate the implications of social identity/location and personal/spiritual temperament in relation to a vocation in public ministry | Demonstrated ability to describe and assess one’s unique social identities and locations, as well as personal/spiritual temperament, in relation to the dominant conceptual frameworks operative in structuring society today with honesty and growing maturity | Demonstrated ability to describe and assess one’s unique social identities and locations, as well as personal/spiritual temperament, in relation to the dominant conceptual frameworks operative in structuring society today with penetrating and critical self- and other-awareness |
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Faculty Comments, Observations, Recommendations:

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| 4. Examine and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice in solidarity with the poor, exploited, and oppressed | | | | |
| Sources for reflection:  Introduction to Hebrew Bible and New Testament  History of Christian Thought & Practice I or II  Introduction to Theology  Global Christianity in an Interfaith World  Theories and Theologies for Public Justice  Public Ministry Project | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| No demonstrated capacity to analyze and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice | Demonstrates some capacity to examine and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice | Draws upon a range of foundation courses in both written and oral communications in examining and applying biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice | Clear and convincing use of resources from Bible, History, Theology, and Practical Theology courses in written and oral work for the sake of realizing justice for the poor and oppressed | Critically engages and constructively contributes to significant interdisciplinary advances toward realizing justice for the poor and oppressed with relevance across academic, ecclesial, and public spheres |
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Faculty Comments, Observations, Recommendations:

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| 5. Investigate an orienting matter of public concern with particular depth and complexity – e.g. climate refugees, mass incarceration, underfunded schools – utilizing a range of theoretical, theological, and practical resources from one’s degree concentration | | | | |
| Sources for reflection:  Concentration courses  Field Education  Public Ministry Project | | | | |
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| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| Limited application of concentration resources leading to a shallow examination of an orienting matter of public concern | Draws upon a few basic materials from the concentration courses in providing a preliminary investigation of an orienting matter of public concern | Draws adequately from each of the concentration courses in providing a solid examination of an orienting matter of public concern | Draws widely on course material within concentration area in investigating an orienting matter of public concern with nuance and thoughtfulness | Utilizes a breadth and depth of material from both within and outside of concentration area in advancing novel understandings of an orienting matter of public concern |
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Faculty Comments, Observations, Recommendations:

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| 6. Design a proposed model of public ministry based upon a critical assessment of diverse methods for social change – e.g. direct action, community organizing, policy advocacy, non-profit leadership | | | | |
| Sources for reflection:  Methods, Models, and Tools for Social Change  Concentration courses  Field Education  Public Ministry Project | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| Proposal of public ministry intervention is shallow due to an uncritical, inaccurate, and/or limited evaluation of methods for social change | Model design shows a basic understanding and elementary assessment of a limited range of methods for social change | Design of public ministry intervention adequately draws upon a diverse set of methods for social change, which are properly assessed and utilized in the proposed model | Proposed model incorporates a thoughtful and convincing use of a diverse range of methods for social change; design represents a convincing path toward implementation | Proposed model signifies a highly creative response to an orienting matter of public concern that draws critically and constructively upon a range of social change methods; design is ready for implementation and impact |
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Faculty Comments, Observations, Recommendations:

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| 7. Communicate a compelling narrative of one’s vision for public ministry to diverse constituents and present a convincing career preparedness portfolio | | | | |
| Sources for reflection:  Vocations in Public Ministry Lunches  Public Ministry Project | | | | |
| **1**  *Unreflective* | **2**  *Developing* | **3**  *Adequate* | **4**  *Thoughtful* | **5**  *Discerning* |
| Unconvincing and simplistic narrative of public ministry vision; portfolio presentation demonstrates unprepared-ness to be hired for employment | Adequate narrative of public ministry vision; portfolio presentation includes some but not all of the elements needed to convince potential employers of career readiness | Solid narratives of public ministry vision framed for different audiences; portfolio presentation demonstrates basic readiness to be hired for employment | Compelling narratives of public ministry vision framed differently for diverse constituents; portfolio presentation demonstrates strong readiness for employment | Exceptional, profound, and creative narratives of public ministry vision framed uniquely for diverse constituents; portfolio presentation demonstrates a very high level of professional readiness for employment |
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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)*.*