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**First Year Evaluation Form (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. Note the expected evidence sources that should inform your assessment. Describe in your comments how this evidence supports your assessment. 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. Demonstrates general knowledge of Scripture, the history of Christianity, and the practices of the Christian Traditions | | | |
| Sources for reflection:  OT/NT content exams  history exams  theology final papers  foundational knowledge in "practices of ministry" --exams or final papers | | | |
| **1** | **2** | **3** | **4** |
| Student does not have a grasp of information; student cannot correctly answer questions about the subject; unable to summarize resources | Student demonstrates a basic grasp of information, student can answer rudimentary questions about the subject, able to summarize resources | Student demonstrates considerable knowledge; is at ease in answering questions related to the subject; moves from summary to critical engagement | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration; able to engage resources critically |
|  |  |  |  |

Faculty Comments, Observations, Recommendations:

Click here to enter text.

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| --- | --- | --- | --- |
| 2. Interprets Scripture and tradition critically and constructively in the varying contexts of contemporary life | | | |
| Sources for reflection:  exegesis papers  Introduction to Theology final papers  use of Scripture/tradition in other course papers | | | |
| **1** | **2** | **3** | **4** |
| Inaccurate, superficial, or biased reading of resources with little or no interpretation | Plausible interpretation or analysis; makes sense of a story; provides a history or context, describes rather than engages critically with resources | Draws warranted conclusions from resources, moves beyond description to critical engagement with resources, convincingly argues/supports a thesis | Thoughtfully analyzes and interprets resources, including those that provide alternate points of view, sees subtle differences, levels, ironies in diverse interpretations |
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Faculty Comments, Observations, Recommendations:

Click here to enter text.

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| --- | --- | --- | --- |
| 3. Engages in critically informed analysis of gender, race, culture, social and economic structures that shape human beings and promotes prophetic inquiry and witness for the sake of justice | | | |
| Sources for reflection:  Cross-Cultural Immersion paper  Person in Community paper(s)  Global Christianity paper | | | |
| **1** | **2** | **3** | **4** |
| Unaware of or overlooks different points of view, egocentric description | Knows of different points of view and able to place one’s own view in perspective; uncritical about tacit assumptions | Reasonable critical and comprehensive look at all points of view; able to see plausibility of other points of view | Revealing and coordinated critical view; makes one’s own view credible by considering plausibility of other perspectives; makes apt criticisms and qualifications |
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Faculty Comments, Observations, Recommendations:

Click here to enter text.

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| --- | --- | --- | --- |
| 4. Demonstrates a growing depth of understanding and practice in personal and corporate spiritual discipline(s) | | | |
| Sources for reflection:  spiritual rule, spiritual disciplines and practices  participation in spiritual formation/direction  participation in spiritual/religious life of the seminary | | | |
| **1** | **2** | **3** | **4** |
| Provides little or no evidence of personal or communal spiritual disciplines | Provides some, but minimal, evidence of spiritual discipline; discipline is implicit rather than explicit | Has an explicit spiritual rule that accounts for both personal and corporate spiritual practices | Has an explicit spiritual rule incorporating both personal and corporate spiritual practices and can account for their place in the Christian life |
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Faculty Comments, Observations, Recommendations:

Click here to enter text.

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| --- | --- | --- | --- |
| 5. Articulates critical and multi-faceted expressions of the Gospel and invites others to receive it | | | |
| Sources for reflection:  theology brief and/or final papers  written sermons  pastoral counseling/CPE verbatims  Christian education planning and leadership  Other examples of public writing/speaking (blogs, church newsletters, etc.) | | | |
|  | | | |
| **1** | **2** | **3** | **4** |
| Struggles with relevant issues; poorly written, lacks focus | Unconvincing in argument, misuses specialized terminology | Shows a good grasp of the issues and information, makes clear and appropriate connections, articulation is convincing | Not only clear and convincing, but makes connections that enhance understanding |
|  |  |  |  |

Faculty Comments, Observations, Recommendations:

Click here to enter text.

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| --- | --- | --- | --- |
| 6. Demonstrates the capacity to nurture further Christian formation through the practices of ministry  (e.g., prayer, liturgy, preaching, pastoral care, and teaching) | | | |
| Sources for reflection:  Christian education leadership  worship leadership and preaching  field education evaluation | | | |
| **1** | **2** | **3** | **4** |
| Unable to develop own response, relies on “packaged” responses | Limited repertoire of action, limited use of personal judgment and responsiveness; can perform well in simple contexts | Can perform well with knowledge and skill in a few key contexts, with a limited repertoire, flexibility or adaptability, able to locate and draw on resources appropriate to contextual needs | Competent in using knowledge and skill and adapting understanding in a variety of appropriate and demanding contexts |
|  |  |  |  |

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)*.*