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Description automatically generatedMAFCEL Mid-Program Evaluation**

**Student 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.

Purpose of the Mid-Program Evaluation

Evaluations are holistic, addressing formational (i.e. moral, spiritual, and denominational), cross-cultural, cognitive, and ministerial dimensions. Evaluations seek to assist students in growing toward ministry and fulfilling curricular and vocational goals. As part of the mid-program evaluation, faculty will review the portfolio materials and meet with the student. The faculty makes recommendations to the student regarding next steps in the program and/or requirements the student must complete to continue in the program. The mid-program evaluation conference is usually scheduled after the completion of 24 semester hours in the MA programs.

Preparing the Portfolio

To prepare for the conference, the student will assemble and submit a portfolio of first year coursework. The portfolio is intended to be comprehensive, providing copies of marked/graded work from all foundational courses. This portfolio is the basis of evaluation with the advisor. Incomplete portfolios will result in delay of the conference and in a hold on continuation in the program.

The portfolio must include the following:

* Your application essay.
* Marked and graded final papers/projects from Foundational Courses, as well as any completed practice of ministry courses must be included as supporting evidence for progress toward the degree outcomes. Papers or projects from integrative coursework or elective courses may also be included. Do not include forum posts, blog posts, or quizzes.
* After you have uploaded these materials to your Teams folder, complete and upload this completed self-evaluation form.

Student Self-Evaluation, Part One: Degree Program Goals and Evaluation Scales

For each program goal below, use the check boxes to mark your sources of reflection and to rank yourself on the scale. Use the space below the goal to answer the reflection questions.

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| 1. To read and interpret shifting cultural and religious landscapes locally and globally | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Introduction to Hebrew Bible  Introduction to New Testament  History 1 or 2  Global Christianity  Introduction to Ethics  Introduction to Theology  History and Theories of Religious Education and Leadership  Approaches to Religious Education and Leadership | | | | |
| **1** | **2** | **3** | **4** | **5** |
| 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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| 2. To identify and evaluate Christian religious education (CRE) theories, approaches, and practices | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Introduction to Hebrew Bible  Introduction to New Testament  History 1 or 2  Global Christianity  Introduction to Ethics  Introduction to Theology  History and Theories of Religious Education and Leadership3  Approaches to Religious Education and Leadership | | | | |
| **1** | **2** | **3** | **4** | **5** |
| 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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| 3. To demonstrate interdisciplinary (theological and social scientific) knowledge of the Christian tradition | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Introduction to Hebrew Bible  Introduction to New Testament  History 1 or 2  Global Christianity  Introduction to Ethics  Introduction to Theology  History and Theories of Religious Education and Leadership  Approaches to Religious Education and Leadership | | | | |
| **1** | **2** | **3** | **4** | **5** |
| 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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| 4. To evaluate educational strategies and approaches for emancipatory teaching and learning | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Emancipatory Pedagogy  Introduction to Youth Ministry  Educating Christians for Social Change  Children’s Books for Liberative Education  Christian Education in the African American Church  Spiritual Lies of Young Adults  Pedagogies of Resistance | | | | |
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| **1** | **2** | **3** | **4** | **5** |
| 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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| 5. To utilize race critical and intercultural competencies for social justice education in diverse settings | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Emancipatory Pedagogy  Introduction to Youth Ministry  Educating Christians for Social Change  Children’s Books for Liberative Education  Christian Education in the African American Church  Spiritual Lies of Young Adults  Pedagogies of Resistance | | | | |
| **1** | **2** | **3** | **4** | **5** |
| 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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| 6. To construct a spiritually-grounded, practice-based self-understanding necessary for transformative faith formation | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Spirituality Courses  Interfaith or Leadership Courses | | | | |
| **1** | **2** | **3** | **4** | **5** |
| 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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| 7. To develop theological and ethical foundations with diverse peoples and settings | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text.  Sources for reflection:  Spirituality Courses  Interfaith or Leadership Courses | | | | |
| **1** | **2** | **3** | **4** | **5** |
| 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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Part Two: Reflect on Ongoing Work

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

Click here to enter text.

*When you are finished with this form, save it to the SharePoint/OneDrive folder created for your evaluation conference by the Registrar’s Office. If you need assistance, please contact Registration Services at* [*registrar@garrett.edu*](mailto:registrar@garrett.edu) *or 847.866.3905.*

***Remember*** *to assemble graded/marked copies of assignments from all foundational courses completed during the first year and upload them to the shared folder, too!*