

MID- AND END-OF-YEAR EVALUATIONS

Written evaluations of the student's growth and experience are to be completed by the student and supervisor twice during placement: *at the end of the fall semester* (after completion of roughly 100 hours) *and again the following May* (after completion of roughly 150 hours of additional work). These evaluations should be scheduled so that both supervisor and student agree upon the dates for the evaluations to be completed and submitted to the Faculty Course Instructor and the Office of Contextual Education.

The Purpose of Evaluation

Evaluations in ministerial education give students an intentional learning agenda and help them clarify direction in ministry and address issues which promote or hinder effectiveness.

In Contextual Education, students experience the effects of their manner of ministry. Thus, the most important issues to address in evaluation are the following:

- How has the student developed and claimed a ministerial stance or theory?
- How has the student attended to theological issues in the practice of ministry?
- How has the student attended to issues of their spiritual formation?
- How has the student attended to issues of personal growth?
- In what areas does the student need to grow?

Through evaluation, students test their insights, expectations and behaviors.

At midpoint, evaluations address how well the student has dealt with entry into the placement, whether the student's learning goals were adequately stated and can be met, and how the placement experience is contributing to the development of the student's capacities. The end-of-semester evaluation examines the student's growth and judges their progress in meeting the objectives stated at the beginning of the experience, along with their overall performance and development in leadership at the site. Consequently, it should assess the student's gifts and skills for ministry.

While evaluation is an essential ingredient in growth, it is full of risk. As any supervisor knows, critical feedback, while crucial, can at times be hard to accept. Hence, we ask that the process of evaluation be an open, honest, sensitive and mutual conversation between the supervisor and the student with the aim of promoting the student's growth.

Semester grades (credit/non-credit) are assigned by the faculty instructor after reading all of the assessments. The materials for assessment are turned into the Coordinator of Contextual Education and are kept on file in the Contextual Education Office. These materials remain confidential and are not shared without the expressed permission of the student.

Written evaluations are important.

The material gathered is essential to the Institute's process of evaluation and recommendation of a student. The student's advisor, Candidacy Committee, and the Faculty Coordinator of Contextual Education are permitted access to these evaluations.

Evaluation reports should be the end product of consultation between evaluator and student.

Among the difficulties that can arise when evaluations are not jointly produced: a breakdown of communication, questions about the credibility of the Contextual Education experience, mistrust of the evaluation process, and damage to the student's morale. Beginning the evaluation process before the due date can avoid such problems so that adequate time is available for conversation.

Evaluation should refer to observed behavior.

Unfortunately, many evaluations are either highly general or very specific reports about personality traits. While these are helpful summaries, they do not provide the student or IPS with the most pertinent information. Strong evaluations are usually anchored in anecdotal material that presents examples of behavior. In this regard, it is useful to keep notes and/or reports of your regular meetings with the student.

Please use the following procedure for the evaluations:

1. For mid-year evaluations, the site supervisor should complete and submit the appropriate form below. **For end-of-year evaluations, both the student and the supervisor are asked to complete separate written evaluations** using the appropriate form below. When you have each read one another's evaluation, please schedule time for conversation and joint reflection.
2. After meeting and discussing the end-of-year evaluation, both the supervisor's evaluation and the student's evaluation should be ***signed by both parties***. The student is responsible for submitting the signed, dated evaluations to the faculty course instructor by the due date. Please be sure to include the names of both student and supervisor, the name of the placement and the date.

Loyola University Chicago Institute of Pastoral Studies
SUPERVISOR END-OF-YEAR EVALUATION FORM

Dear Site Supervisor:

Please (1) complete this form, (2) discuss it with your Supervisee, and then (3) email it to your Supervisee so they can submit it. In that email message, please "cc" the IPS Office of Contextual Education: CEoffice@luc.edu.

Supervisor's Name:

Name of Student:

Internship Site:

- I. Please evaluate the student's performance by commenting on the following questions (if necessary, the boxes can be enlarged by pulling the bottom border further down):
- (1) How would you describe the student's **professional, personal, and spiritual growth** over the year in terms of their identified goals and objectives? This should be discussed with specific reference to the objectives they developed at the beginning of the semester. From your perspective, has the student met, exceeded or failed to meet their goals and objectives? Please provide specific examples or details supporting your assessment.

 - (2) What are your **overall impressions** of this student and their performance in the work of Ministerial Leadership and/or Social Justice? How well did the student perform in the church/community context? Name any particularly noteworthy accomplishments or areas of concern that arose during the semester. What feedback did you receive from others regarding the student's performance?

(3) What ***strengths*** does the student exhibit in this work? What ***professional capacities*** has the student developed? Please provide examples of the student's efforts that illustrate these strengths and capacities.

(4) In what areas do you think the student needs help or guidance? What ***areas for growth*** would you identify?

(5) Please comment on the student's ***vocational identity*** and goals and your assessment of their ***leadership potential in the work of church ministry and/or social justice***.

(6) Any additional Comments:

II. Please indicate below that the student has completed the required number of hours of supervised contextual education (250 hours per year) or is fully expected to complete them by the end of the year. Also, please indicate that you and the student have met regularly throughout the semester for supervision.

___Yes ___No The student has completed the minimum 250 hours of supervised internship or is fully expected to complete the minimum number of hours by the end of the year.
- If no, the student has how many hours remaining to complete after the semester ends? ____
- Is there a plan for how these hours will be completed? ____

___Yes___No The student and I have met regularly throughout the year for supervision.
- If no, please explain.

III. Summary of Evaluation Discussion

Please check: _____ I have discussed this evaluation with my supervisee.
_____ We have discussed the supervisee's evaluation.

Please provide a brief summary of your discussion of these evaluations:

After you have discussed this evaluation with the student, please email a copy of the completed evaluation to the student, with a "cc" to the IPS Office of Contextual Education: CEoffice@luc.edu.
Thank you!