

## 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.

**Loyola University Chicago Institute of Pastoral Studies**  
**SITE SUPERVISOR MID-YEAR EVALUATION FORM**

Please complete this form and email it to Faculty Coordinator of Contextual Education Dr. Dan Rhodes at CEoffice@luc.edu, copied to your supervisee.

Supervisor's Name:

Name of Student:

Learning Site:

I. Please evaluate the student's performance by marking the phrases that are most appropriate. (You may check a box that indicates your choice.)

**RESPONSIBILITY:**

Actively seeks responsibility and leadership opportunities <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Readily accepts responsibility and acts responsibly <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Reluctant to take responsibility; usually follows through on assignments <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Avoids responsibility; sporadic in the fulfillment of assignments <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>
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**RESPONSE TO SUPERVISORY GUIDANCE:**

Student takes an active role in identifying areas for growth and takes advantage of every supervision session to improve professional capacity. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Makes good use of supervision <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Accepts criticism well but does not always follow through on change <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Reacts defensively or appears to passively resist supervision (e.g., misses sessions, comes late, argues with supervisor about comments) <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>
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**STUDENT'S RELATIONSHIP WITH CLIENTS AND STAFF:**

Student demonstrates outstanding interpersonal skills and has inspired and encouraged others. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Student has good interpersonal skills and has developed good relationships. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Student shows concern for others and relationship though there are areas of interpersonal connection that need work. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Student has had difficulty connecting with others; others find the student off- putting or difficult to deal with. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>
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**CONTRIBUTION TO THE LEARNING SITE:**

Student demonstrates professionalism beyond that expected for a field education student. The student has contributed significantly to the site. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Student has been professional and demonstrated efforts as would be expected of a contextual education student. The student has been an asset to the site. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	Student has a good deal of potential but with much to learn in terms of professionalism. With guidance, the student has been helpful in the work of the site. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>	There is a need for further growth both professionally and in terms of responsibility. The student requires a high degree of supervision to make effective contributions to the site. <input style="float: right; width: 20px; height: 15px;" type="checkbox"/>
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II. The student I am supervising appears to be making satisfactory progress toward completing 100 hours of supervised contextual education by the end of the fall semester.  
 Yes                       No

III. Please write additional comments, concerns, or questions you have about the student's contextual education experience to date. How has your work together been thus far?