



Duke Divinity School Teaching Evaluation for Th.D. students seeking
the Credential in Reflective and Faithful Teaching (CRAFT)¹

Debbie Wong

Student's Name: _____

Fred Edie

Evaluator's Name: _____

Date of Observation: _____ April 18, 2021 _____

Instructions for Evaluators

Please observe your candidate in the role of teacher at least once, and more if possible. Also, read carefully the candidate's teaching plan(s). Next, complete this evaluation, adding specific comments where pertinent. (You may wish to write a short statement of evaluation in light of your observations.) Finally, invite the candidate to reflect with you on your observations of his or her teaching.

NOTE: The evaluation tool was designed for another context and is adapted for our use. While it is imperfect, it does provide the pretext for an important conversation around four domains: (1) Planning and Preparing to Teach; (2) Shaping the Classroom Environment; (3) Classroom Instruction; and (4) Commitment to Growth as a Teacher. Please attend to these domains in your conversation and evaluation statement even if you find some of the specific rankings unhelpful or not applicable.

¹ Adapted from the Teacher Education and Support System (TESS) provided by Dr. Margo Turner, Professor of Education, John Brown University

DOMAIN 1: PLANNING AND PREPARATION			
	Unsatisfactory (1)	Basic (2)	Proficient (3)
1A: Demonstrating Knowledge of Content and Pedagogy	Candidate displays little understanding of prior course knowledge and its relationship to student learning of the present content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Candidate references prior course learnings but lacks appreciation for their contributions to present learning. Candidate's description of plan and teaching practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline and/or to the students.	Candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. Candidates' plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Candidate's plans and practice reflect familiarity with a range of effective pedagogical approaches in the discipline.
1A (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
	Unsatisfactory (1)	Basic (2)	Proficient (3)
1B: Demonstrating Knowledge of Students	Candidate demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Candidate indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has attained this knowledge for the class as a whole.	Candidate understands the active nature of student learning, and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.
1B (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X

	Unsatisfactory (1)	Basic (2)	Proficient (3)
1C: Setting Instructional Outcomes/Objectives	Outcomes named in teaching plan represent low expectations for students and lack of rigor. Outcomes reflect only one type of learning or are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes in the teaching plan are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying abilities of groups of students.
1C (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
	Unsatisfactory (1)	Basic (2)	Proficient (3)
1D: Demonstrating Knowledge of Resources	Candidate is unaware of resources, including texts for class use, suitable for expanding one's own knowledge, or for students available through the wider university or internet.	Candidate displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the university, but no knowledge of resources available more broadly.	Candidate coordinates knowledge of course content, students, and resources to design teaching session(s) aligned with objectives. Learning activities are assigned reasonable time allocations, and they offer significant challenge. Students are given suggestions about resources to use if they want to pursue further learning on the topic.
1D (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
<i>Comments regarding Domain 1: Planning and Preparation (A-D)</i>			

DOMAIN 2: CLASSROOM ENVIRONMENT			
	Unsatisfactory (1)	Basic (2)	Proficient (3)
2A: Creating an environment of respect and rapport	The classroom culture is characterized by a lack of candidate or student commitment to learning, and/or little to no investment of student energy into the task at hand. Class displays no communal ethos, nor do students feel safe dissenting from the class line of inquiry or expectations. Class norms for participation are implicit and favor some forms over others. Dissent is silenced.	Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, key indicators of identity, and developmental levels. Students rarely demonstrate disrespect for one another but candidate attempts to respond to disrespectful behavior with uneven results.	Candidate-student interactions are friendly and demonstrate genuine care. The candidate explicitly and proactively engages students around issues of diversity and full inclusion of all persons "at the table of learning." Students exhibit respect for the candidate. Interactions among students are hospitable. The classroom nurtures a climate of learning community in which students are encouraged to take risks with one another and with the subject matter even given the limitations of their knowledge and perspective.
2A (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
	Unsatisfactory (1)	Basic (2)	Proficient (3)
2B: Managing Classroom Procedures	Instructional time is lost due to inefficient classroom procedures. There is little or no evidence of the candidate managing instructional groups, transitions, and/or the handling of materials and supplies effectively.	Some instructional time is lost due to only partially effective classroom routines and procedures. The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.	The candidate's management of instructional groups and/or the handling of materials and supplies are consistently successful.
2B (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X

	Unsatisfactory (1)	Basic (2)	Proficient (3)
2C: Organizing physical space	No evidence of consideration given to the arrangement of classroom space as a means to facilitate student learning. No indication that candidate is aware how power is operative through the arrangement of space.	Evidence of some attention given to the space and to the dynamics of power it enacts.	Candidate consistently demonstrates attention to the arrangement of the classroom consistent with objectives, learnings, and pedagogies and explains to students his/her motivations for these arrangements. Candidate is frank about power dynamics at work in a classroom and seeks opportunities to name them frequently.
2C (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
<i>Comments regarding Domain 2: Classroom Environment (A-C)</i>			

DOMAIN 3: CLASSROOM INSTRUCTION

	Unsatisfactory (1)	Basic (2)	Proficient (3)
3A: Communicating with students	The instructional content of the lesson is unclear to students and the directions and procedures are confusing. Candidate’s explanation of the content contains major errors. The candidate’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Candidate’s attempt to convey content is only partially successful, and directions must be clarified after students express confusion. Candidate’s explanation of the content may contain minor errors; some portions are clear, while others are difficult to follow. The explanation consists of a monologue, with no invitation to the students for intellectual engagement. Candidate’s spoken language is correct, but vocabulary is limited or inappropriate to the students’ ages or backgrounds.	The instructional content of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Candidate’s explanation of content is clear and accurate, and it connects with students’ knowledge and experience. During the session, the candidate invites student intellectual engagement. Candidate’s spoken and written language is clear and appropriate to the students present.
3A (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
	Unsatisfactory (1)	Basic (2)	Proficient (3)
3B: Using questioning/prompts and discussion	Candidate’s questions are of low cognitive challenge, condescending, and/or asked mechanically in rapid succession. Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers. A few students dominate the discussion.	Candidate’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Candidate uses a variety of questions, from clarifying to probing to evocatively open ended and designed to promote student thinking and understanding on multiple levels. Candidate creates a genuine discussion among students, providing adequate time for students to respond, and stepping in to assist when appropriate. Candidate actively seeks to bring all student voices into the conversation.
3B (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X

	Unsatisfactory (1)	Basic (2)	Proficient (3)
3C: Alignment of Objectives, Content, Pedagogies and Informal Assessment	The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students appear intellectually engaged or interested. There is little or no assessment or monitoring of student learning.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. Informal assessment is used sporadically to support instruction.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with Candidate scaffolding to support that engagement. The pacing of the lesson is appropriate. Questions, prompts, or assessments are used to diagnose evidence of learning.
3C (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
<i>Comments regarding Domain 3: Classroom Instruction (A-C)</i>			
DOMAIN 4: COMMITMENT TO GROWTH AS A TEACHER			
	Unsatisfactory (1)	Basic (2)	Proficient (3)
4: Reflecting on Teaching	Candidate does not know how to determine whether a lesson was effective or achieved its instructional objectives/outcomes. Candidate has no suggestions for how a lesson could be improved. Candidate resists feedback on teaching performance.	Candidate has a generally accurate impression of how to determine a lesson's effectiveness. Candidate makes general suggestions about how a lesson could be improved. Candidate accepts, with some defensiveness, feedback on teaching performance.	Candidate makes an accurate assessment of how to determine a lesson's effectiveness. Candidate makes specific suggestions of what could be tried to increase effectiveness. Candidate willingly seeks constructive critique on teaching effectiveness and seems determined to develop as a teacher.
4 (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	X
<i>Comments regarding Domain 4: Commitment to Growth as a Teacher</i>			

Additional Comments:

I observed Debbie Wong as she taught a session for the course titled “Worship and Christian Formation” (XTIANEDU 766) on March 18, 2021. This course in catechesis includes an introduction to the liturgical theology of juxtapositions followed by consideration of formational dynamics including embodied narrativity, evocation of emotion including desire, ritual as performing communal identity (plus shaping personal and social imagination), and the power of heightened speech. Debbie’s session on “Congregational Singing” filled out the final category.

The course included a diverse mix of students representing four different degree programs at DDS. Since it is allotted only a miserly seventy-five minutes of Zoom synchronicity, the course seeks to maximize use of Sakai, our online teaching platform (home to syllabus, assignments, reading/viewing resources, etc.) by developing weekly “modules” describing the week’s objectives and subject matter then providing students step-by-step instructions for preparing ahead of time for weekly classes.

Debbie’s module assigned two different readings offering analytical lenses for assessing congregational song. She rightly surmised that students would voice passionate opinions about music supported by little more than personal preference. The readings invited students to consider the range of uses to which music is put in worship and the particular worship settings where it is employed. These readings were both practical and theological in nature; they offered students the means to assess the theological work singing can do (praise, memory, lament, etc.) and provided a number of rules of thumb for choosing the right songs for the right worship settings. Next Debbie’s module supplied links to samples of Christian songs for students to listen to. In one case the same song was set within three different musical styles, in another, students were invited to sample the rich diversity (including internationally) of Christian singing. In each case they were instructed to reflect on these samples through the lenses provided by the chapters they had just read and bring informal notes to class.

In the zoom class session Debbie proved to be a smooth and hospitable host. She primed the pump by playing a new song to reflect upon, then invited preliminary student responses. Moving from that introduction, Debbie effectively described the formational efficacy of singing in the language of “sacrament,” “strategy,” and “schooling.” She also helpfully reiterated course language seeking to display formation in terms of “mind,” “body,” and “heart.” These were the most “lecture-like” offerings of the class, requiring about fifteen minutes total. Debbie’s seeming comfort in this role as exemplified by her conversational and accessible style welcomed students into an extended conversation with her and one another. Debbie’s original teaching plan had included more content, but she displayed foresight (and teacherly wisdom) by paring it back prior to teaching the class.

The remainder of the session featured a continuation of the pedagogy of “guided discovery” whereby students listened to songs they had

sampled and surfaced insights about them along the lines featured in their readings and by Debbie's mini-lecture. She handled their responses equitably and positively. Students were lined up to speak through the entire session.

Obviously, the pedagogies employed in the module and class were very effective. Debbie rightly surmised that a class on congregational song should feature singing and then reflection upon it. Equally important to the successful class, however, was the knowledge and character Debbie brought to it. She is formed in and through *contemporary* worship, a scholar of this worship style, and an advocate for it. Up until this point the class (which I instruct) had considered liturgical uses and formational efficacy of scripture and the formal sacraments of baptism and communion. Debbie's recognition that congregational singing is, in many worshipping communities, doing the work of these historic holy things had the effect of validating many students' own experience of formation through worship. Put differently, Debbie contributed important new content to the class.

Debbie is already a remarkably good teacher and a fine colleague with whom to reflect on the craft of teaching. I wish her continued success in the classroom.

A handwritten signature in black ink, appearing to read "Fred P. Edie". The signature is written in a cursive style with a large, sweeping initial "F".

Fred P. Edie