

THEORY INTEGRATION PRESENTATION RUBRIC

	Emerging	Competent
Connections/ Integration	<p>Identifies and connects theories perceived as related to their own interests and experiences.</p> <p>Gives evidence of basic knowledge of at least two major concepts and references in the field.</p> <p>Theories are compatible.</p> <p>Uses primary resources.</p> <p>Applies concepts to the practice of supervision.</p> <p>Shows ease of access to own life narrative.</p>	<p>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate their theory</p> <p>Shows substantial knowledge of major concepts and references in the field.</p> <p>Gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.</p> <p>Independently connects examples, facts, or theories from more than one field of study, discipline, or perspective.</p> <p>Demonstrates how their theory connects with the components of CPE (e.g. application process, orientation, verbatim seminar, IPR, evaluations)</p> <p>Ease of access to and compatible with life narrative throughout theories. Theories fit with life as presenter has lived it.</p>
Reflection and Self- Assessment	<p>Describes their work and experiences in general terms of success and failure.</p> <p>Articulates a basic understanding of their own strengths and challenges.</p>	<p>Reflects on their own changes in learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk; deals with frustration and conflict.</p> <p>Clearly includes awareness of their own cultural and belief-system biases.</p>

	Emerging	Competent
Utilization of Theory	<p>Articulates a basic understanding of relevant literature in the field.</p> <p>Can describe a method for the “what” as well as “how” of supervision.</p> <p>Gives a basic description of how their theories are compatible. Uses primary resources.</p> <p>Applies concepts to the practice of supervision.</p>	<p>Develops their own theoretical position, illustrating content competency and critical use of relevant literature in the field.</p> <p>Articulates the theoretical “why” that inform their supervision, incorporating rather than elaborating upon on the methodological “what” or “how.”</p> <p>Represents theorists and resources accurately and in context</p> <p>Demonstrates how theories inform their practice of supervision (assessment/goals/strategies and interventions)</p>
Critical Purchase	<p>Identifies implications their theories (this needs to be explained).</p> <p>Describes the strengths and weaknesses of their theorists’ views</p> <p>Describes strengths and weaknesses of their own theories.</p> <p>Identifies the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views</p>	<p>Addresses implications of and the strengths and weaknesses of his/her theorists’ views</p> <p>Examines the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views and provides relevant examples from the literature and personal experience. Additionally, what does the presenter rely on when theory falls short?</p> <p>Addresses what happens when their theory does not work.</p>
Congruence	<p>Chooses theories that seem to be at odds with one another without showing awareness of same.</p>	<p>Theories are compatible with each other and examples provided give clear illustration of same.</p>

	Emerging	Competent
Multi-Cultural/ Multi-Faith	Demonstrates a basic understanding of the multi-cultural, multi-faith dynamics and complexities that are inherent to the educational and supervisory process, but lacks depth and application	Explicitly identifies and addresses multi-cultural, multi-faith dynamics and complexities both in theoretical constructs as well as in examples related to the educational and supervisory process and the clinical setting Demonstrates understanding of how cultural/ethnic identity impacts personality, theology and the educational process.
Group Theory	Describes in a basic a theory of supervision.	Demonstrates an understanding of theory, which promotes learning in groups. Describes alternate approaches when their group theory is not working.
Use of Examples	Provides sufficient examples that illustrate therapeutic insights or interventions without connecting them to the student's spiritual care or professional formation, identity and competence.	Clinical examples illustrate the theoretical underpinnings of supervisory practice, as borne out in actual practice Examples include a variety of students and a variety of learning issues.
Structure	Utilizes basic structure to organize thoughts and sources.	Assimilates materials into a coherent and integrated whole rather than merely stringing together random ideas. Presentation has a clear beginning and ending and is clearly focused throughout. Uses footnotes, endnotes, and bibliography to document competent knowledge of his/her theory; without "padding." Syntax, spelling, format, punctuation, etc., is of graduate-level quality.

Specific Educational Theory Components

Emerging	Competent
<p>Offers a basic view of how people learn and can articulate a basic understanding of educational theory</p> <p>Does not sufficiently demonstrate the application of theory in the various components of the CPE Process.</p>	<p>Articulates a comprehensive understanding of an educational theory of how persons learn (and fail to learn) individually and in groups, rooted in the sciences and behavioral sciences</p> <p>Demonstrates how theory informs one's assessments and interventions.</p> <p>Demonstrates how theory makes use of the various components of the CPE Process including orientation, verbatim seminar, IPR and the evaluation process</p> <p>Presents a vision of CPE as a model for education in multiple professional contexts.</p>

Specific Personality Theory Components

Emerging	Competent
<p>Offers a basic view of human nature and development.</p> <p>Identifies compatible theorists but does not apply to practice.</p> <p>Focuses on therapeutic approaches without application to clinical practice and spiritual care education.</p>	<p>Articulates a in depth understanding of how personality is formed and shaped by cultural and context and how one grows and develops including factors that both contribute to and hinder growth and development.</p> <p>Demonstrates how one's personality theory informs practice. Gives specific examples of one's assessment of student learning and supervisory interventions.</p> <p>Demonstrates how one's personality theory informs program design and CPE curriculum including, but not limited to, orientation, verbatim seminars, group process, didactics and the evaluation process.</p>

Specific Spiritual Belief System Components

Emerging	Competent
<p>Relies on vague and general concepts about God/Transcendent without reference to historical movements or contexts.</p> <p>Articulates an understanding of theory without critical reflection on its influence in the learning process.</p> <p>Shows minimal awareness of the theological implications that are congruent with the mission and values of ACPE (i.e. inclusivity, justice, etc.)</p>	<p>Describes a comprehensive understanding of the God/Transcendent and grounds the understanding in his/her individual faith/spiritual tradition.</p> <p>Articulates ideas of how human kind relates to the Divine and the impact/ramifications/ influence that these ideas have on one's supervisory practice.</p> <p>Articulates theories and ideas around the impact of interpersonal relationships, the human condition, and the relationship of others with the God/Transcendent and the impact this has on the educational/supervision process.</p> <p>Articulates ideas of how human kind relates to God/Transcendent and the impact/ramifications/influence that these ideas have on one's supervisory practice</p> <p>Provides a Spiritual Maturity that demonstrates complexity, emotional, and a spiritual richness of theory as a foundation for the ideas and examples presented.</p> <p>Articulates the interplay to ACPE's culture and mission, to theologians and teachers in the field, and spiritual resources of a variety of faith traditions.</p> <p>Clearly identifies religious/spiritual heritage and current beliefs/personal philosophy of theology and current beliefs/practice and how these relate to their theories and impact their work with students.</p> <p>Includes references to cultural context, theological/spiritual perspective, personal formation and development</p>