**FACULTY EVALUATION OF TEACHING TO BE COMPLETED BY FACULTY**

Faculty Name **Dr. Joy Mwendwa** Course Taught **COUC 512\_\_\_\_\_\_**

Doctoral Intern  **Ms. Andrea Garraway** Semester/Year Taught **Fall 2020**

#### Please use the scale below to rate the doctoral intern who has engaged in teaching activities under your supervision:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strongly | Disagree | Neutral | Agree | Strongly | Never |
| Disagree  1 | 2 | 3 | 4 | Agree  5 | Observed  NA |

**CIRCLE BELOW:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Intern worked cooperatively with instructor to help plan curriculum. | 1 | 2 | 3 | 4 | **5** | NA |
| 3. | Intern engaged appropriately with students in this class. | 1 | 2 | 3 | 4 | **5** | NA |
| 4. | Intern was prepared to teach and was well-organized. | 1 | 2 | 3 | 4 | **5** | NA |
| 5. | Intern provided students with feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Intern demonstrated adequate knowledge of content area. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Intern effectively managed student behavior during classroom instruction. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Intern effectively fielded students’ questions. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Students in the class approached the intern for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. | Intern demonstrated appropriate instructional behavior. | 1 | 2 | 3 | 4 | 5 | NA |

#### Additional comments:

#### I was delighted to co-teach COUC 512 (Group Counseling) with Ms. Garraway this semester, Fall 2020.

#### Andrea and I caught the Group Counseling course online since the intensive course got moved online due to the pandemic. In this major shifting, Andrea did not skip a beat in remaining proactive, communicative, flexible, and just supportive. A notable element was her flexibility to step in at the last minute and serve as a consultant for the third group that we had to form. As a consultant, supervisor, and professor for the group counseling sessions, Andrea used her strong clinical experience and background to provide clinical feedback that was both concise and encouraging to her students. She gave grounded feedback and remembered her students’ developmental levels.

#### Since Andrea had to move her teaching sessions online, she held these via Webex for 3 sessions. For these, she was prepared for each class session, arriving early and being the last to leave on Webex, and recording the lecture and uploading the link to Blackboard. Ms. Garraway is an articulate and clear presenter. She was also sensitive to pause to invite discussions on material she presented or reviewed from the past week’s lecture or from related examples from the group counseling experiences that the students had earlier in the semester. She would ask questions and wait for responses – she did not rush her students instead she appropriately delayed her probes acknowledging the technological timings of a large class on an online platform.

#### An example that particularly stands out in Andrea’s lectures was how she engaged her students during an advanced skill modelling session. First, it is notable that she was included in a subsequent lecture a question that had come from students who wanted to “SEE HOW” a skill is conducted. Ms. Garraway taught on the skill of cutting-off and practiced it with her students online. It was already advanced in light of the content but it was notable to see her execute this online. When we initially discussed this technique during supervision, she was keen to prepare and gave clear direction to the class.

#### One of the strengths that Drea brings to class and to this field is her expertise from being an active and strong counseling, counselor educator in training, researcher, supervisor, and advocate! It was evident that students were questions did not just get face value responses but she knew her caught and could back it up both with empirical research and/or clinical experience. Andrea also brings a strong balance in infusing Biblical worldview in her teaching. It was powerful to hear her seamlessly woven Biblical examples to her lectures; strong integration indeed.

#### During a personal emergency, I had to leave the second class lecture. While I did not question if our students were in able hands, I was just struck by Drea’s quick response to step in and sensitively allow me to handle an unforeseen matter that needed my attention. She was ready and absolutely took care of our masters students! Ms. Garraway is not just an exception counselor educator but she is also a leader who has a strong radar on people’s needs, large or small. This quality also speaks to her advocacy work in the community and the mentorship she gave outside lecture time with our students on how to grow in scholarship and what a CACREP PhD program entails.

#### For our supervision sessions, Andrea came prepared to share relevant content. Further, she was receptive to feedback and implemented it accordingly. Overall, I was impressed and blessed to work with Ms. Garraway. She will be a strong counselor educator as she brings in rich clinical experience to the classroom. Her flexibility, humility, and approachability to students are needed qualities in our profession!