



**ORAL EXAMINATION CTA EDUCATION SCORING SHEET
FORM 12.7.10.**

CANDIDATE _____ **DATE** _____

Each of the following descriptions is graded on a five-point scale. Select the number rating which you believe best describes the candidate's performance.

1. Personal and professional identity as a TA educator

5	4	3	2	1	
Can articulate and discuss a coherent personal and social vision as an educator congruent with TA philosophy, ethics and practice.		Can demonstrate a personal vision of education, showing links with TA philosophy, ethics and practice.		Little evidence of a personal education vision connected to TA philosophy and practice.	1 _____
					2 _____
					3 _____
					4 _____

2. Awareness of cultural and social factors and their impact on learning

5	4	3	2	1	
Demonstrates practice which takes account of historical, social perspectives and actively promotes empowerment of learners within their context.		Shows awareness of historical, cultural, social factors; practice facilitates empowerment.		Awareness of historical, cultural and social factors is used only slightly in practice.	1 _____
					2 _____
					3 _____
					4 _____

3. Educational relationship modelled by I+U+ attitude, educational alliance and self-reflective practice

5	4	3	2	1	
Demonstrates a high level of collaborative working with mutual respect, empathy and self-reflection that promotes ongoing learning.		Demonstrates some collaborative ways of working, showing respect, empathy and some self-reflective ability.		Only little evidence of I+U+ and positive ways of working.	1 _____
					2 _____
					3 _____
					4 _____

4. Assessment of client and contextual needs: short and long-term program planning

5	4	3	2	1	
Accurate assessment of a wide range of educational and developmental needs; program planning is practical and creative to enhance best learning for individuals and groups.		Assessment accounts for a variety of educational needs and issues; planning is appropriate and leads to positive learning outcomes.		Limited evidence of appropriate assessment and planning.	1 _____
					2 _____
					3 _____
					4 _____

5. Setting of appropriate aims and goals with the contractual processes to achieve them

5	4	3	2	1
<p>Aims congruent with TA & educational philosophies; goals are appropriate to the context and enhance participants' learning and development; contracting is multi-handed and promotes collaboration and autonomy.</p>		<p>Some evidence that aims and goals are appropriate and negotiation of contracts promotes their effective achievement.</p>	<p>Little awareness shown of the complexity of issues involved in appropriate and effective aim and goal setting and contracting.</p>	<p>1 _____ 2 _____ 3 _____ 4 _____</p>

6. Effectiveness of implementation of educational TA strategies; awareness of significance of interventions; responsiveness to ongoing evaluation

5	4	3	2	1
<p>TA concepts are used implicitly and explicitly to enhance learning; methodology accounts for a range of learning styles and needs; process issues are recognised and addressed to achieve positive outcomes; sensitivity to feedback and evaluation.</p>		<p>Implementation of program demonstrates congruence and some understanding and skill in using TA concepts in a variety of ways to promote the learning goals; some use made of TA to address process; attention is paid to evaluation.</p>	<p>Implementation of education strategies lacks range and depth of understanding; limited awareness and skill of using TA concepts in practice to promote learning and deal with process issue; minimal use of evaluation.</p>	<p>1 _____ 2 _____ 3 _____ 4 _____</p>

7. Creativity and challenge

5	4	3	2	1
<p>High level of flexibility, demonstrating intuition, spontaneity and creative thinking and practice, including awareness of client needs for both challenge and support.</p>		<p>Evidence of flexibility and creativity in practice; clients offered sufficient support and challenge.</p>	<p>Low flexibility and/or creative practice; limited range of techniques.</p>	<p>1 _____ 2 _____ 3 _____ 4 _____</p>

8. Conceptualisation of education and learning in terms of TA theory

5	4	3	2	1
<p>Demonstrates understanding and application of a wide range of TA concepts including different approaches and recent developments; can select appropriate concepts/models for context and discuss their use.</p>		<p>Knowledge of a range of concepts and approaches; some ability to select and apply appropriately.</p>	<p>Limited range of concepts and approaches used; little evidence of considered application.</p>	<p>1 _____ 2 _____ 3 _____ 4 _____</p>

9. Education and learning models and theories in relation to TA

5	4	3	2	1
<p>Comprehensive knowledge of education field in own setting (school/adult education/parent education etc); awareness of relevant theories and can integrate these with TA; can critique both TA and other approaches.</p>		<p>Can discuss educational approaches; some ability to critique and to integrate with TA theory.</p>	<p>Awareness of limited range of educational approaches; only some integration with TA.</p>	<p>1 _____ 2 _____ 3 _____ 4 _____</p>

10. Overall rating

5	4	3	2	1		
Demonstrates high level of ability as a competent TA educator; clear connection of theory to practice.		Moderate level of ability.		Limited ability.		1 _____
						2 _____
						3 _____
						4 _____

Points are to be used as a guide and the judgment of examiners is the final decision. However, deferment is automatic if a candidate receives a rating of ‘1’ from all of the examiners in any category. If three or more examiners vote to pass, the candidate passes. If two examiners vote to defer, the candidate is deferred.

A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedure. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to begin scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator.

The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can discharge the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.

EXAMINER’S NAME	CERTIFY	DEFER
1. _____	()	()
2. _____	()	()
3. _____	()	()
4. _____	()	()

SHORT COMMENTS: