

Starting an Internship

Church/Agency Information – Explanation of Forms

- **Seminary Intern in Church/Agency:**
here are some guidelines for planning the internship. Learning objectives can be adapted to meet particular needs in the internship context and to address interests of the intern
- **Characteristics of Field Education Supervisors:**
a profile of the skills and traits used for effective supervision
- **Supervisor as Adjunct Faculty:**
this documents details the high level of mentorship we place in a supervisor who mentors a student intern
- **Stipend Guidelines:**
this is SFTS's request for a minimum stipend arrangement for internship ministry
- **Supervised Practice of Ministry Agreement:**
an agreement for the church/seminarian-intern/FE office
- **Internship Syllabus:**
each academic year a new syllabus is developed
- **Habits and Skills:**
this doc details the professional ministerial learning outcomes of our M.Div program – the key place for their practice and development is in internships
- **Learning Service Agreement:**
this is like a position description – it includes seminary requests for learning in such areas as the “practical affairs of a congregation,” as well as:
 - explicit identification of the Habit and Skill addressed in the Learning Objective
 - a sample of a completed Learning Service Agreement is included as a FYI
- **Sample Learning Service Agreement:**
Here is an example of well written agreements; each agreement—
 - starts by stating a “Habit or Skill” (a direct quote from the Habits and Skills document);
 - followed by an “Objective” that contextualizes the Habit or Skill in the church/Agency site;
 - concludes with the “Responsibilities” which specify in measurable and accountable ways how the objective will be accomplished during the internship.

THE SEMINARY INTERN IN A CHURCH/AGENCY

The Internship Program

San Francisco Theological Seminary students serving as interns in congregations/specialized ministries/agencies is an integral part of the total seminary experience. Ministries nurturing interns are part of the teaching program of the Seminary and thus share in the process of the preparation of a candidate for ministry.

Because each seminarian brings different sets of skills, spiritual gifts and experiences to the internship site, the program for each student should be individually designed. The particular needs of each site must also be taken into account so that a proper balance of expectations of both student and church is achieved.

The Seminary expects that each student will be given a mutual agreed on set of ministry experiences and responsibilities in the life of the congregation/specialized ministry/agency. The student becomes part of the staff and is responsible to the pastor/supervisor and to a shepherding committee. Regular evaluation by the supervisor should enable the student to mature through both success and failure to develop a sense of competence in the variety of roles needed for ministry.

To assist in planning the internship, the following suggestions are offered as a flexible guide for supervisors and students. Activities can be adapted to meet particular needs and interests.

I. Worship/Preaching

A. Worship: The student/ intern should have regular opportunities for leading public worship and occasionally should have responsibility for planning the content of the service.

B. Preaching: The congregation/agency should provide at least three opportunities for the student to preach. The pastor/supervisor should be present for and provide feedback on at least one of these. The student is encouraged to ask a group of people to evaluate all three sermons so that those providing feedback can note areas of growth or further need for it. The Shepherding Committee is a great resource for this.

II. Pastoral Care

A. Pastoral Calling: The student should be assigned responsibilities in visiting the sick in hospitals and convalescent homes and/or the student should do regular congregational visitation. Primary pastoral responsibility for a number of families may be assigned to the student. Close supervision by the pastor is essential for evaluation. Students with CPE experience may be given fewer assignments in this area.

B. Weddings: Ideally, the student will observe at least one pre-marital counseling and wedding rehearsal.

C. Funerals: The student should observe a funeral and, whenever possible, have the opportunity to assist in conducting a funeral.

D. **Counseling:** Opportunities for counseling will arise from the program involvements of the student and will vary in each situation. Both pastor and student need to have a clear understanding ahead of time that while the student needs to report counseling situations to the pastor regularly, confidentiality must also be maintained.

III. Education

A. **Teaching:** The student should have opportunities to teach people of different ages. Ordinarily, the student will have some specific responsibility for teaching the children of the congregation, offering a class for adults, or be given opportunities to teach new members classes. Through these teaching experiences, each student should become aware of the curricular materials used by the church.

B. **Teacher Training:** If appropriate, students may be given opportunities for participation in teacher training (especially in programs offered by denominational units), either along with other teachers or, given ample prior experience, to lead the training.

C. **Recruitment/Resourcing:** Each student may be involved in the recruitment and/or resourcing of volunteers. This will depend upon which programs are assigned to the student as a major responsibility.

IV. Administration/Leadership

A. **Congregational/Institutional Culture:** The student should experience ways to recognize and understand the culture of the church or agency. This should include exposure to the supervisor's approach to leadership attentive to racial/ethnic as well as organizational culture.

B. **Program:** The student should work with other adults in planning, organizing, conducting and evaluating a particular program, project or event.

C. **Governing Body:** The student should participate in agenda preparation and leadership/resourcing of at least one administrative unit of the congregation/ agency, such as the Board, Christian Education Committee, Long Range Planning Committee, etc.

D. **Cross-Cultural Sensitivity:** The student should be given opportunities to engage in ministry with persons of a different race/culture (teaching, pastoral care, local mission, etc.) and to reflect an implication of such experiences for pastoral style, communication, etc.

E. **Leadership in the Public Context:** The student should have opportunity to observe the supervisor or other staff in "public square" situations (community meetings, community organizing "action", town hall, etc.) and, if appropriate, assist the supervisor in moderating, facilitating, or resourcing such meetings.

F. **Leadership in the Practical Affairs of a Congregation:** The student should be given opportunities to observe and understand how the supervisor and governing body of the congregation provide leadership for stewardship, financial management, and personnel management.

V. Mission of the Congregation

A. **Outreach:** The student should be given the chance to engage in outreach activities to the non-churched through prospective member calling or other congregational outreach activities.

B. **Community Service:** The student should experience approaches to ascertaining and developing response to neighborhood / community need. He/she may also be encouraged to become acquainted with key community institutions and programs.

VI. Developing Denominational Awareness and Collegiality

A. **Presbytery (or other denominational equivalent):** The student should attend regular meetings of Presbytery and other special events sponsored by the Presbytery.

B. **Colleague Gatherings:** The student should attend regular pastoral colleague or inter-faith gatherings as available.

VII. Theological Reflection

A. **Reflective Practice:** Throughout the internship, the student should be given regular opportunities to pause in the practice of ministry to reflect upon the personal and theological issues arising from such experiences and their implications for approach to ministry.

CHARACTERISTICS OF FIELD EDUCATION SUPERVISORS

(Developed by the Association for Theological Field Education)

Good field education supervisors are persons who:

1. Know the expectations of the theological school and the role of the internship in its curriculum, and see themselves in partnership with the mission of the school.
2. Engage interns in pastoral and theological reflection about experiences in ministry, and provide interns with honest, constructive and timely feedback.
3. Assist interns in discerning their own gifts and limitations in ministry, and model this process in their own lives.
4. Are sensitive to ways the intern's theological education process may differ from that of the supervisor.
5. Have a working knowledge of ways adults learn through action-reflection processes.
6. Understand and exercise leadership in both ecclesial and public settings, and share leadership in appropriate ways with the intern.
7. Are clear about what constitutes harassment and sexual misconduct, and observe ethical behavior and appropriate boundaries.
8. Understand the purposes and process used in developing a learning service agreement with the intern, and can tailor pastoral activities appropriate for the intern's learning goals and ministry context.
9. Understand the purposes and process used in assessing the intern's learnings.
10. Can articulate, in their own terms, a clear definition of supervision that is appropriate to their context, circumstances and style.
11. Are familiar with a variety of useful resources for pastoral supervision and leadership development, including spiritual formation through prayer.
12. Can effectively prepare and support a lay shepherding committee for supervised ministry.
13. Are aware of their own styles of learning, spirituality, and dealing with people, and are able to relate these to the styles of the intern.
14. Are secure enough with their own identity that they are not threatened by interns and are able to work collegially.

15. Are mature, nurturing persons committed to their own growth and development, and are able to lead in the midst of changing contexts for ministry.
16. Can manage an internship effectively, including the intern's entry and exit, establishing appropriate boundaries, interpreting the internship to the congregation, and accessing resources of the congregation.
17. Can maintain enthusiasm for their work and model responsible care for self and others.
18. Know well the ministry site and its social context.
19. Provide opportunities for the intern to engage in ministry beyond simply "shadowing" the supervisor.
20. Are willing to submit assessments and other written materials in a timely manner.

THE SUPERVISOR AS ADJUNCT FACULTY IN FIELD EDUCATION

In its program of Integrative Studies for the Master of Divinity degree, San Francisco Theological Seminary entrusts its students to the care and supervision of adjunct faculty in ministry settings during the Field Education segment of this program. As with the other segments of Integrative Studies, the two focal questions to be addressed are:

- **What is "ministry"?** and
- **What does it mean to be "called" and to what am I called?**

Adjunct faculty in the field make an integral and essential contribution to the educational experience of the student in preparation for ministry in the church. This experience is shaped by the terms of the learning-service agreement designed and agreed to by the student, the supervisor (with assistance from the congregation's or agency's Shepherd's Committee), and the seminary's Director of Field Education (in light of the student's overall work at SFTS and the requirements and recommendations of his/her denominational care and oversight committee).

Like the physician in private practice who teaches in a medical school or teaching hospital, Internship Supervisors are practitioners in partnership with the seminary in the education and formation of new practitioners. Like the teaching hospital, congregations, agencies and projects are communities for ministry also in partnership with the seminary in providing a context for students to observe, experience, practice and reflect upon ministry.

The Internship Supervisor plays a critical and pivotal role in the Field Education experience of the intern. This role involves the following facets:

- as a **coordinator/manager** of the educational and formational experience of the student in this ministry setting, linking the intern's assignments and activities to the learning-service agreement, ascertaining points at which adjustments may need to be made, working with the student and Shepherd's Committee to effect such revisions
- as a **model** for ministry through whom the student learns by observing what the supervisor does, how he/she does this, and, most important, why this is done
- as a mentor in the art of ministry and spiritual formation, assisting and guiding the student in integrating theological disciplines with behavioral science disciplines in service to understanding the nature of ministry and the implications of such understanding for the intern's practice of ministry (priorities, attitudes, style, effectiveness, relationships) as well as continuing preparation for ministry (other coursework, additional field experience, and continuing education after seminary)
- as a **teacher/observer** of the student skilled in knowing when to affirm, when to question, when to encourage, and when to correct the intern
- as a **theological companion** assisting the student in reflecting upon the different aspects of the internship experience in light of the intern's and supervisor's common commitment to the Gospel of Jesus Christ, and

in discerning the truth of the gospel as that truth is operative in their common ministry in the internship site

- as an **assessor** of the student's gifts for ministry who will provide three assessments/evaluations of the intern for the student's use in further consideration of call to ministry and preparation for it and for the seminary's use in its continuing work with the student.

Reflection Time

In order to assure adequate time for such reflection, *one hour per week* for such supervisor-intern meetings is recommended. This time could also be spent in longer / less frequent sessions if this works with the rhythm of the internship. Such time should be in addition to (and perhaps separate from) staff meetings for review of schedule, assignments, etc.

Shepherding Committee

The Internship Supervisor is also responsible for the selection and training of a Shepherding Committee of 3-5 persons. This committee should be involved with the supervisor in the selection of the intern, the design of the learning-service agreement, and the preparations for the entry of the intern into the life of the congregation or agency. The committee also meets with the intern regularly to provide support and feedback on his/her practice of ministry. The committee will assist the supervisor in assessing/evaluating the intern.

Intern Stipend Guidelines

The chart below shows the SFTS stipend guidelines for interns. SFTS requires an academic year duration or equivalent length internship for graduation with an M.Div. degree. The stipend guidelines below are a minimum amount set for full-time internships or varying lengths. Sometimes an internship is less than full-time. If so, please specify the pro-rated stipend based on the days of on-site ministry.

Under the law, student interns are considered employees and the Church is considered an employer. As the employer, you are responsible for reporting earnings, withholding income tax as appropriate, withholding and paying social security and Medicare, and providing a W-2 to the intern, just as you would for your other paid staff.

Course	Academic-Year Supervised Ministry	Student-in Ministry Intern Year	Student-in-Ministry Intern Years
Minimum Time Requirement	9 months - full time September - May	12 month - full + part time (summer full time + school year part time)	24 months - part-time
Minimum Stipend	\$14,400 stipend Housing as needed Ministry-related expenses	\$14,400 stipend Housing as needed Ministry-related expenses	\$14,400 stipend Ministry-related expenses

SUPERVISED PRACTICE OF MINISTRY AGREEMENT

San Francisco Theological Seminary

Northern California contact:

Field Education Office

105 Seminary Rd. San Anselmo, CA 94960

415.451.2855

www.sfts.edu/feis

lveen@sfts.edu

Southern California

54 N. Oakland, Pasadena CA 91101

626.397.004

cjinlee@sfts.edu

Student:

Supervising Pastor:

Congregation:

Address:

City/State/Zip

Phone No.

Email:

The above parties enter into an educational partnership with San Francisco Theological Seminary to establish a congregation-based pastoral internship, and agree to the following terms for this supervised practice of ministry:

1. **Dates.** The period of ministry for this internship will be as follows:

Starting date: _____ Concluding date: _____

2. **Authority.** The student will recognize the authority of the duly established governing body of the congregation (session, deacon board, etc.) and submit to that ecclesial authority during this internship.

The following list of general responsibilities relate to supervised practice of ministry situations for both the San Anselmo and Pasadena campuses of SFTS. These general responsibilities will be particularized through Learning Service Agreements and related documents that detail more specific and detailed responsibilities and expectations.

3. **Responsibilities of the Congregation.** The congregation shall be responsible to:

- Involve the student in a *broad* range of mutually agreed on pastoral responsibilities with the congregation during the ministry period.
- Pay the student the agreed cash stipend, include the student as paid staff, and report earnings as required by taxing authorities.

4. **Responsibilities of the Supervising Pastor.** The supervising pastor shall be responsible to:

- Supervise the ministry of the student, meeting regularly for pastoral and theological reflection, and will provide administrative oversight of the work of the student.
- Establish a Learning Service Agreement with the student.
- Complete evaluations of the student's work, and submit them to the appropriate office.

5. **Responsibilities of the Student.** The student shall be responsible to:

- Communicate in advance with the candidacy oversight agency of his or her denomination about this internship.
- Work with supervisor to establish a Learning Service Agreement.
- Fulfill pastoral responsibilities of the internship established in the Learning Service Agreement as a minimal expectation for service with the congregation.

- Prepare for and participate in regularly scheduled conferences with the supervisor and any other congregational committees or lay liaisons assigned to work with the intern.

6. **Responsibilities of SFTS.** The seminary shall be responsible to:

- Provide orientation and materials to clarify expectations for the internship.
- Be available for consultation in support of the internship.

7. **Moral Conduct.** The supervising pastor and student both shall commit themselves to follow a code of personal and professional conduct consistent with being ministers of the church of Jesus Christ. This code recognizes the necessary tension between

- The need to develop appropriate working relationships essential for ministry, and
- The need to honor confidentiality, sexual and other interpersonal boundaries, and theological differences.
- Complete a Sexual Harassment Prevention Course.

8. **Termination Policy.** In order to terminate a supervised ministry experience-regardless of who originates the request-the following steps must be taken:

- The student, the supervisor, and the appropriate SFTS staff person discuss the issues. A mutual decision is reached regarding termination, if possible. *
- If termination is agreed upon, arrangements for severance pay or other financial considerations are made.
- The student has an exit interview with the appropriate SFTS staff person following the termination.

* If a mutual decision regarding termination is not achieved, the Field Education Director (San Anselmo) or Director of Student Services (Pasadena) will determine the next steps, ordinarily culminating in the termination of the internship. There may arise a circumstance in which the SFTS staff person determines that the internship needs to be terminated independent of a request by the student and/or supervisor. Under such circumstances, that SFTS staff person will discuss (to the degree appropriate) the rationale with the student and supervisor prior to officially terminating the internship.

9. **Compensation.** The *congregation*, in support of this internship, agrees to provide to the student the following compensation:

Cash Stipend: \$ _____ Other: _____

Housing Allowance: _____ Housing Provided: _____

Ministry Expenses: \$ _____

I certify that I have read and agree to the above terms for this internship.

SAN FRANCISCO THEOLOGICAL SEMINARY
INTEGRATIVE STUDIES
SYLLABUS FOR FE 4011: INTERNSHIP
Academic Year 2009 - 2010

SUPERVISION

- SFTS PROGRAM SUPERVISOR: The Rev. Leslie Veen
- MINISTRY SITE SUPERVISOR

COURSE DESCRIPTION: The internship provides a supervised ministry context in which the student develops and hones gifts and skills for ministerial leadership. The internship experience is designed to integrate divinity studies and form M.Div. students in the arts and skills of ministry – this is an interactive learning process reflecting the Spirit’s work of weaving together the person that God has created and called in Christ through the practice of ministry, theological reflection, spiritual formation, constructive feedback, critique and evaluation.

COURSE OBJECTIVES: The Learning Service Agreement for the supervised ministry placement particularizes the multiple ways the course purpose is fulfilled. The Learning Service Agreement states agreed on practices of ministry in measurable ways. For each objective the supervisor and intern should start by naming a SFTS “Habit and Skill” that targets learning in their ministry context and then address ways this “Habit and Skill” will be measured through ministry assignments and experiences. Below is the list of the “Habits and Skills.”

SFTS Habits and Skills

- Lead a congregation in Reformed worship.
- Preach literate, thoughtful, scripture-based sermons.
- Provide pastoral care and counseling.
- Educate a congregation in the faith.
- Manage the practical affairs of a congregation.
- Articulate the global witness and mission of the church and foster participation in its evangelistic task.
- Articulate personal faith and nurture the spiritual life of a congregation and its members.
- Lead in ethical witness to society, challenging public evil and cultivating the common good.
- Apply theological education in non-congregational ministries.

COURSE GRADING AND REQUIREMENTS:

1. **Grading:** This is a pass/fail course. Papers are marked Satisfactory or Unsatisfactory. Unsatisfactory papers will be returned for resubmission.
2. **Theological Reflection Paper Guidelines:** General guidelines for Theological Reflection papers are given in the student handbook available for download on the SFTS web site (http://www.sfts.edu/feis/student_info/index.asp). Each Theological Reflection paper should address the student’s ability to practice a “Habit” or “Skill” of ministry. Each paper should begin by naming the “Habit” or “Skill” selected and focus the reflection on your practice and learning of this skill. These papers are to be 2 – 3 pages in length.

- a. Note: The Theological Reflection Paper is one intentional focus point for intern/supervisor discussion. The intern is asked to submit two of the four reflection papers to the supervisor who will then make written comments on it before the student submits it to SFTS.
- b. In the paper header: state the “habit or skill” being addressed in the paper.
3. **Course paper requirements:** *all course papers must be completed and submitted by the due dates listed below. Please submit all paperwork to Norma Lannert, the Program Manager for Field Education. If you have questions or concerns, please contact Norma at 415.451.2855 or nlannert@sfts.edu*
 - a. **MAILING PAPERWORK:** *Please send it to:*
SFTS, attn: Norma Lannert,
105 Seminary Road
San Anselmo, CA 94960.
 - b. **EXTENSIONS:** *A signed request or email by the student and supervisor may be submitted on the paper due date. This request for extension triggers an automatic 3-week grace period. Failure to submit course papers or extension requests jeopardizes receipt of course credit.*
4. **Sermons:** The student will preach at least 3 sermons during the internship experience. For each sermon, the student should find 3-5 people to complete an evaluation form. This form should be returned to the student who will then turn them in. The Supervisor should hear and evaluate at least one of the sermons the intern preaches.
5. **Post Internship Assessment:** in order to receive credit for the course, the Post-Internship Assessment Statement needs to be completed.
6. **Assessment of Supervisor:** We appreciate feedback on the internship site and the effectiveness of the supervisory experience. This helps us to evaluate and improve our program. The form can be found in the student handbook on the SFTS web site.

SCHEDULE AND DUE DATES:

For non academic internship year, i.e., June – May or one starting mid-semester, please submit an adjusted schedule with dates set for evaluations, sermons, and theological reflection papers and return the adjusted schedule with the Learning Service Agreement to the Field Education office.

FALL SEMESTER 2009

- September 14, 9:00 a.m. to 12:30 p.m. – Training/Orientation/Team-building for Supervisors and Interns in Montgomery Hall Board Room
- September 21 - Learning Service Agreements Due
- September 28 – First Evaluation Due
- October 12 – First Theological Reflection Paper Due
- November 23 – Second Theological Reflection Paper and First Sermon Evaluation Due

SPRING SEMESTER 2010

- *February 8, 9:30 a.m. – 12:30 p.m. - Mid-year Interns' Seminar and Mid-year Evaluations Due*
- *February 22 - Third Theological Reflection Paper and Second Sermon Evaluation Due*
- *April 19 - Fourth Theological Reflection Paper and Third Sermon Due*
- *May 10 – Final Evaluation Due*
- *At completion of Internship -- Post-Internship Assessment Statement is due from the student.*

Habits and Skills

San Francisco Theological Seminary, as a community of students, faculty, and administrators, seeks to practice and inculcate the following habits. These exemplary qualities and practices proceed from worthy trends of mind or character, each contributing to education in spiritual formation, critical theological reflection, and the skills and arts of ministry:

- *Knowledge of and respect for the Church of Jesus Christ and its role in God's ecumenical mission; knowledge of, respect for, and intelligent use of the Church's manifold traditions; a sense of how and why theological reasoning has been done in the past, and in the present by others.*
- *Historical and theological responsibility in the interpretation of Scripture and all communication; the ability to represent accurately the words and meanings of others and to account for one's interpretation.*
- *Personal integrity, reflecting a healthy sense of self and healthy relations with others, in which one behaves ethically and exercises compassion.*
- *Commitment to ongoing spiritual formation and a well-nurtured relationship with God, and commitment to fostering that relationship in others.*
- *Critical awareness of the impact of social, political, economic, and cultural contexts on life and thought; critical interpretation of evidence on which historical knowledge is founded.*
- *An ability to ground theology in practical reality; awareness that theoretical reflection builds on practical wisdom and that theological propositions must be tested by their consequences for the individuals or congregations that hold them.*
- *Sensitivity to contrasting experiences and cultures and respect for otherness, in the Christian faith and outside it.*

SFTS seeks to train ministers who, practicing these habits, demonstrate certain skills, as appropriate to the form of ministry and service to the church to which they are called. Among these are the ability to:

- *Lead a congregation in Reformed worship.*
- *Preach literate, thoughtful, scripture-based sermons.*
- *Provide pastoral care and counseling.*
- *Educate a congregation in the faith.*
- *Manage the practical affairs of a congregation.*
- *Articulate the global witness and mission of the church and foster participation in its evangelistic task.*
- *Articulate personal faith and nurture the spiritual life of a congregation and its members.*
- *Lead in ethical witness to society, challenging public evil and cultivating the common good.*
- *Apply theological education in non-congregational ministries.*

LEARNING SERVICE AGREEMENT FORM

Student _____

Address during Internship _____

E-mail address _____

Field Site _____

Field Address _____

Internship Supervisor _____

Chair, Shepherding Committee _____

Period of Internship: from _____ to _____
Month/Year Month/Year

Full-time hours _____ **Part-time hours** _____

or Combination Full-time/Part time hours _____

Approved Absences from Site: (Holidays & other times such as Ordination Exams, January intersession, etc.)

The Church / Agency: Describe what the site offers by way of experience and opportunities for the student. _

The Student: Describe what the student brings by way of background, experience, and goals for working with the site. _____

Signatures: Please return this completed and signed form to the Field Education office.

I confirm that the governing body of this church/agency is aware of this internship.

Board Chair _____ Date _____

Head of Staff or _____ Date _____

Executive Director

We agree to the enclosed objectives and responsibilities as the key activities for this internship and as the basis for evaluation of the intern's work.

Student _____ Date _____

Supervisor _____ Date _____

Supervisor _____ Date _____

Director of FE _____ Date _____

NOTE: *All Interns need to include the following:*
one related to “public leadership”
one related to “theological reflection”
one related to “manage the practical affairs of a congregation”

1. Habit or Skill:

Learning Objective:

Responsibility:

2. Habit or Skill:

Learning Objective:

Responsibility:

3. Habit or Skill:

Learning Objective:

Responsibility:

4. Habit or Skill:

Learning Objective:

Responsibility:

5. Habit or Skill:

Learning Objective:

Responsibility:

6. Habit or Skill:

Learning Objective:

Responsibility:

SAMPLE

Learning Service Agreement

(Context: a year long congregationally based internship
in a medium sized church)

NOTE: *All Interns need to include the following:*

one related to “public leadership”

one related to “theological reflection”

one related to “manage the practical affairs of a congregation”

1. Habit or Skill: **Pastoral care** – “Provide pastoral care and counseling”

Learning Objective: Grow and develop skills and abilities to meet pastoral needs of parishioners.

Responsibility: Learn the specific needs of the congregation and support the pastor and deacons in meeting those needs. This support will take up to one day per week for hospital calls and a minimum of three visitations per week for home-bound ministry. The intern will participate in a minimum of one memorial service and aid in support and care of family members.

2. Habit or Skill: **Public Leadership** – “Lead in ethical witness to society, challenging public evil and cultivating the common good”

Learning Objective: Develop skills and abilities that encourage people to see the needs of others in society and the world. Act to support a change in perspective as necessary for the good of others and to extend God’s mercy and justice in the world in which we live.

Responsibility: Learn the specific need of the Beth-El farm workers and seek awareness of their issues. Hold at least one community forum to identify their issues publicly and “if the way is clear” develop a fundraising activity to support a specific need of these workers.

3. Habit or Skill: **Theological Reflection** – “An ability to ground theology in practical reality; awareness that theoretical reflections build on practical wisdom and that theological propositions must be tested by their consequences for the individuals or congregations that hold them”

Learning Objective: To grow and to develop in integrative reflection abilities needed for congregational ministry. Participate actively and reflectively through testing theological ideas and praxis of these ideas within a multi-generational ministry context.

Responsibility: Reflect on theological growth through supervisor-intern meetings. Intern will also complete four quarterly theological reflection papers submitted to both site supervisor and SFTS FEIS Director.

4. Habit or Skill: **Congregational Business** – “Manage the practical affairs of a congregation”

Learning Objective: Develop a good understanding of congregational vision as expressed through the supportive administrative operations of ministry in this parish. Observe and participate in church committees, session meetings and presbytery meetings in order to glean an operational understanding of this Presbyterian church.

Responsibility: Participate in the Wednesday morning staff meetings. Attend monthly session meetings unless excused. Meet on a regular basis with the Christian Education committee. Act as a resource to the new Youth and Families committee. Attend a minimum of at least one meeting of all other church committees during the internship year. Participate in the planning stages of the 2009 Stewardship program. Attend the quarterly meetings of the Presbytery.

5. Habit or Skill: **Congregational Leadership** – “Knowledge and respect for the church of Jesus Christ and its role in God’s ecumenical mission; knowledge of, respect for, and intelligent use of the church’s manifold traditions; a sense of how and why theological reasoning has been done in the past, and in the present by others”

Learning Objective: Develop knowledge of and respect for the church’s mission. Discover and participate in the church’s mission through planning and developing church programs, worship and ecumenical events.

Responsibility: Be a daily role model by having personal integrity, reflecting a healthy sense of self and healthy relations with others. Gain a knowledge of and respect for this congregation’s calling and mission in this context. Participate in all aspects of the liturgical calendar through worship leadership and through meeting with congregational groups/committees. Respect their well-established traditions while bringing new ideas to the table. Participate in one ecumenical service or mission project.

6. Habit or Skill: **Worship Planning** – “Lead a congregation in Reformed worship. Preach literate, thoughtful, scripture based sermons”

Learning Objective: To evidence historical and theological responsibility in the interpretation of scripture and in all communication; represent accurately the words and meanings of others and to account for one’s interpretation.

Responsibility: The intern and pastor will work out a rotating schedule for preaching and serving as liturgist. The schedule will include both the Saturday evening service at the regular Sunday worship services. Sunday preaching dates for 2008 will include: August 10, September 7, October 19, November 9, 16, December 7. Sunday preaching dates for 2009 include: January 4, February 15, March 15, April 26, May 10, June 7.

7. Habit or Skill: **Youth Ministry** – ‘Commitment to ongoing spiritual formation and a well-nurtured relationship with God, and commitment to fostering that relationship in others”

Learning Objective: To develop and grow the Youth Ministry by using my existing skills to expand ministry offerings. Seek opportunities to support and build bridges between Young Adult (college age) and Parent ministries.

Responsibility: - Lead, coordinate and facilitate senior high youth programs and activities and participate in planning efforts with the middle school group. Lead at least one of the ten confirmation classes and assist in others as assigned by the pastor. Provide leadership for an October 25 mission trip to *Beth-El Farm Worker’s Ministry*.

8.

Habit or

Skill: Evangelism – “Articulate the global witness of mission of the church and foster participation in its evangelistic task”

Learning Objectives: Work with the Evangelism committee in coordinating and implementing active evangelism plans. In doing so the intern will focus on being sensitive to contrasting experiences and culture, and seek to respect otherness in the Christian faith and in other living faiths.

Responsibility: Participate in the church’s Evangelism plan through monthly committee meetings. Implement the plan through worship, seminars, community outreach, witnessing to others weekly. The intern will adapt the materials prepared for an assignment in a “Christianity in Context: Ghana course” and use them in a Christian Education special program presentation. The special program will focus on how the Gospel is heard as Good News to people of African traditional religion and Islam. The intern will also develop this program for presentation in a non-congregational setting.

9.

Habit or Skill: Christian Education – “Educate a congregation in the faith” -- “Critical awareness of the impact of social, political, economic and cultural contexts of life and thought; critical interpretation of evidence on which historical knowledge is founded”

Learning Objective: Coordinate educational planning and develop ability to ground theology in practical contexts. Educate congregants about God’s call to faithful witness by leading Christian Education programs. Develop leadership and teaching skills through using a wide variety of learning modalities.

Responsibility: Teach a five-week series during “The School of Christian Living.” Develop, coordinate and facilitate multiple offerings of adult Christian education on Sundays and for alternate days; one per quarter. Collaborate with Christian Education committee to find additional resources for training more teachers.

During an Internship

Church/Agency Information - Explanation of Forms

- **Worksheet for Supervisor/Intern Requirements (Doc. Check off):**
the worksheet provides a listing for dates associated with major internship requirements such as theological reflection papers, preach dates and evaluations.
- **Intern Service of Recognition:**
this is a suggested worship format for internship recognition
- **Shepherding Committee:**
a group of lay persons who will provide feedback, support and prayer for the intern.
- **Facilitating the Intern's Entry:**
a suggested way to welcome and orient an intern to field education in a particular site.
- **Theological Reflection:**
here is a very brief summary of theological reflection
- **Sermon Evaluation:**
this is the form that a Shepherding Committee and other laity use to evaluate the intern's preaching assignments
- **First Internship Evaluation:**
an evaluation of the first few weeks of internship process
- **Mid Internship Evaluation – Student and Supervisor:**
an evaluation of internship agreements and accomplishments in the ministry setting

WORKSHEET FOR SUPERVISOR/INTERN REQUIREMENTS

Student: _____

Church/Agency: _____

Supervisor (s): _____

Internship Dates _____ to _____

The following is a timetable for you and your supervisor to see when internship materials are due and what has been received so far. Please contact me for any further clarification.

Norma Lannert – Program Manager, SFTS Field Education
(415) 451-2855
nlannert@sfts.edu

At Beginning of Internship	Target Date	Received
Learning Service Agreement	_____	_____
During Internship		
First Evaluation	_____	_____
Theological Reflections		
#1	_____	_____
#2	_____	_____
#3	_____	_____
#4	_____	_____
Mid-Internship Evaluations (both student and supervisor)	_____	_____
Sermon Evaluations – 3-4 evaluations per sermon - include your supervisor as one		
Sermon 1	_____	_____
Sermon 2	_____	_____
Sermon 3	_____	_____
At the End of Internship		
Final Evaluations for student	_____	_____
Final Evaluations for supervisor	_____	_____

SERVICE OF RECOGNITION

On the first Sunday after the seminarian begins his or her duties it is appropriate that during the regular worship service he or she should be formally recognized. Not only does this serve to introduce the student to the congregation but it sets the tone for the entire time that the seminarian will be with the congregation. This litany of reconciliation serves to:

1. establish the covenantal aspect of the field experience
2. clarify the purpose of the internship
3. formally recognize the role of the seminarian as intern pastor as opposed to summer helper or youth pastor.

It is also appropriate during the service to explain briefly the nature and purpose of the supervisory process, identifying the roles of the seminarian, the supervisor, the lay/shepherding committee, and the congregation. The litany of recognition could occur during the time when the concerns of the people are addressed or possibly after the sermon is preached. Following is a sample litany.

Litany of Recognition

- Supervisor: We are a diverse people who come to worship the Living God.
- People: We stand as witnesses to a loving God who has blessed and called us to service.
- Supervisor: We have different gifts, but it is the same Spirit who gives them. There are different ways of serving God, but it is the same God whose purposes are achieved through them all.
- People: We are a diverse community, blessed by God and touched by God's grace and mercy.
- Chair,
Shepherding
into our midst. Today we celebrate a new blessing as we welcome _____ our new intern pastor, and (his/her) Committee family
- Intern: I have come to serve and learn with this church family.
- Chair,
Shepherding
Committee: We have been called as a congregation to be for _____ a teaching and a learning community.
- People: We welcome you into our community, _____ as God's representative.
Our homes, our hospitals and nursing homes, our classrooms and programs, our sanctuary, our lives are all open to you.

Intern: With God's help I seek to learn about ministry within this congregation, to earn your trust, and to be a fellow-laborer with you. I seek your support and your response to me as one who is preparing to serve as an ordained minister of the Word and Sacrament.

Pastor: Let us pray. Gracious God, For the countless blessings you bestow on your people, for service in your name, for the promise and excitement of new relationships, and for the challenge of teaching and learning your purposes we give you thanks.

Almighty God, By whose call we are at work, guide us and nurture us as we embark on this new adventure in ministry. Grant that as we work together, submitting ourselves in obedience to Christ and guided by your Spirit that our lives may be enriched and our ministries filled with joy. May our experience together be one of honesty and support, giving and receiving, patience and steadfastness, and faithfulness and trust. We ask these things in the name of Christ. Amen.

SHEPHERDING COMMITTEE

Role of Shepherding Committee

San Francisco Theological Seminary recognizes the role of the laity as crucial in the preparation of men and women for the ordained ministry. A mandatory internship is part of the Seminary curriculum. In each congregation in which an intern is placed it is expected that three to five lay persons will be asked to serve as the Shepherding Committee. This committee should have regular contact with the areas of the life of the congregation in which the student is involved.

The Professional Supervisor is responsible to the seminary to see that three to five people are recruited from the areas of the life of the congregation in which the student is involved. A chairperson may be named or elected.

The Shepherding Committee will be persons to whom the student can turn for advice and counsel throughout the internship. It is hoped that the relationship will be one of friendship and support for the student. The Shepherding Committee should also be persons from whom the student can receive honest evaluation about performance. If the relationship is open and honest the student should be able to accept both negative and positive criticism without feeling either defensive or embarrassed.

At least once a month through the duration of the internship, the Shepherding Committee should meet with the intern for a conference during which the work of the student should be examined, and strengths and weaknesses pointed out. The purpose of these conferences is both to encourage the student to feel competent in areas of strength and to seek to improve in areas of weakness.

The Shepherding Committee may be asked to assist the supervisor in completing a written evaluation of the work and progress of the student. These written evaluations should be shared with the student before they are returned to the Seminary so that the student can benefit from them.

Who and Why

The Shepherding Committee is made up of members of the congregation or agency who are in a position to facilitate a student's learning and experience in ministry. Its importance derives from the fact that there are lessons to be taught which only lay people can teach. The role of this group is to provide a perspective on the community to the student and be an additional resource for the student and site supervisor.

The two basic purposes of this committee/team are

as Representatives, Interpreters, Story-Tellers, Supporters:

- welcoming the student and facilitating his or her entry into the community

- interpreting to the congregation or agency the purposes and scope of the field studies
- being sensitive to the human needs of the student, accepting mistakes, affirming the person, celebrating new growth
- inviting the student (and family) into the common life of ministry.

as Mirrors, Teachers and Learners:

- to provide "feedback" and evaluation to the student about his or her ministry
- monitoring the Learning/Serving Agreement
- reflecting on specific acts of ministry, providing constructive criticism
- participating in the mid-point evaluation of the student's ministry which is written by the site supervisor
- writing a year-end evaluation of the experience
- sharing with the student, your involvements in the church, agency and community and your personal faith journey.

In a congregational setting, the team should be representative of a broad cross-section of the congregation. members should be persons who are able to be sensitive to what is happening at the levels of the student, the site, and themselves. They should have the ability to ask themselves the questions which help define feelings and suggest the reason for the feelings as well as their meaning. Finally, they should be able to communicate these perceptions and evaluations to the student in helpful ways, avoiding personal judgments and promoting further dialogue and growth in ministry.

SUGGESTIONS FOR FACILITATING THE INTERN'S ENTRY

The supervisor or shepherding committee might:

- take the student on a tour of the facility and grounds
- plan a refreshment break during the work day for the staff and the student to get acquainted
- provide a map of the facility, especially if it is fairly large or complicated
- show the student and family around the community, pointing out shopping areas, schools, recreation areas, doctor's offices, etc.
- invite the student's family to participate in various activities in the church and community
- introduce the student and her/his family to the congregation by
 1. sending a letter to the church members telling them about the student and her/his family before they arrive
 2. including a bulletin insert with information about the student and her/his family on their first Sunday
 3. having a service a recognition for the student
 4. introducing the family during the service
 5. having a reception following the service
 6. having the student accompany the supervisor on some congregational visits
- introduce the student to significant people in the community
- identify good contact persons for the student to know
- host an informal meal for the student and her/his family, elders, deacons, or other key members of the congregation.

Theological Reflection

Research shows that theological reflection is a key ingredient for effective leadership in all areas of ministry. Therefore reflecting theologically is an important discipline for the internship year. It is our expectation that this practice will be on going—individually, between the student and pastoral supervisor, and members of the Shepherding Committee.

Because this reflection is so critical in the formation of ministers, we require four written theological reflections during the course of the internship.

Paper Guidelines

- These papers are to be 2 – 3 pages in length
- Each theological reflection paper should address the student’s ability to practice a “Habit” or “Skill” of ministry. Start the theological paper by naming the “Habit” or “Skill” selected and focus the reflection on your practice and learning of this skill.

Components of the Reflections:

- Description of a particular event or critical incident in ministry
- Personal reaction/response to the event, feelings aroused, etc.
- Theological implications
- Ministry issues raised and/or implications for future ministry

A variety of formats can be used. Supervisors are encouraged to suggest possible approaches to reflection.

- Verbatims or case studies to describe the situation or event. (When choosing an event do not just examine the “successes”, the greatest learning often results when one reflects on what may appear to be failures.)
- Metaphors are helpful in describing responses and feelings
- Identify biblical images and theological issues i.e. guilt, grace, justice, mercy
- Identify theological implications of particular leadership styles

The papers are presented to the supervisor for discussion. After the discussion the supervisor signs and dates the paper and the student submits the paper to the Director of Field Education.

Further resources:

The Art of Theological Reflection. Patricia O’Connell Killen and John de Beer. Crossroad, New York, 1998.

How to Think Theologically. Howard W. Stone and James O. Duke. Fortress Press, Minneapolis. 1996.

Sermon Evaluation

In answering the questions below, please be as honest as you can, as this will be the best way in which the student will receive valuable evaluation of his/her preaching.

Student: _____ Date: _____

Your Name: _____

What was the main idea of the sermon?

Rate the sermon on the following items, using the adjacent scale:
5–Excellent; 4–Good; 3–Adequate; 2–Poor; 1–Weak

- | | | | | | |
|---|---|---|---|---|---|
| * Was there a clear structure to the sermon? | 5 | 4 | 3 | 2 | 1 |
| * Was there a central theme or idea? | 5 | 4 | 3 | 2 | 1 |
| * Did the sermon hold your interest? | 5 | 4 | 3 | 2 | 1 |
| * Was the Scripture faithfully interpreted in the sermon? | 5 | 4 | 3 | 2 | 1 |
| * Was Scripture effectively applied to contemporary life? | 5 | 4 | 3 | 2 | 1 |
| * Did the sermon touch you/your life? | 5 | 4 | 3 | 2 | 1 |
| * Did the student show enthusiasm? | 5 | 4 | 3 | 2 | 1 |
| * Did the speaker use variation in tone, pitch, loudness? | 5 | 4 | 3 | 2 | 1 |
| * Was there sufficient eye contact with the congregation? | 5 | 4 | 3 | 2 | 1 |
| * Could you hear the speaker clearly? | 5 | 4 | 3 | 2 | 1 |
| * Did the sermon enable you to hear the Gospel today? | 5 | 4 | 3 | 2 | 1 |

What were the strengths of the sermon and its delivery?

What were the weaknesses?

(Other comments please use back.)

FIRST INTERNSHIP EVALUATION

STUDENT: _____

FIELD PLACEMENT: _____

Each **student and each supervisor** are to complete a copy of this form independently prior to the supervisory evaluation conference. The supervisor and student are to use this Evaluation Form as a basis for discussion regarding work and progress to date. At the conclusion of the conference, supervisor and student should reach mutual agreement on each of the items shown below, recording their consensus on an additional form to be signed by both persons with one copy being sent to the Office of Field Education. The supervisor and the student should retain copies to be used as a part of the discussion for future evaluations.

(5) Definitely, Yes (4) Yes, most of the time (3) Sometimes
(2) Rarely (1) No, definitely not

1. Student and supervisor have clear understanding of position and expectations of the intern

5 4 3 2 1

2. Learning objectives as set forth in the learning covenant are appropriate and "on target"

5 4 3 2 1

3. Strengths are emphasized and appreciated

5 4 3 2 1

4. Weaknesses are recognized and efforts are being made to strengthen them

5 4 3 2 1

5. Feedback has been given, received and acted upon

5 4 3 2 1

6. Communication is open and honest

5 4 3 2 1

7. Student takes initiative and is highly motivated

5 4 3 2 1

8. Supervisory conferences have been:

(a) well-planned

5 4 3 2 1

(b) scheduled as agreed upon in the learning covenant

5 4 3 2 1

(c) mutually beneficial

5 4 3 2 1

9. The church/institution is upholding its share of the agreement

5 4 3 2 1

10. Student demonstrates a deepening sense of call and vocational commitment

5 4 3 2 1

Comments:

JOINT STATEMENT

We have discussed this evaluation and submit it to the SFTS Office of Field Education.

SIGNATURES:

Student _____ Date _____

Supervisor _____ Date _____

Send a copy of this form to:

Office of Field Education
San Francisco Theological Seminary
105 Seminary Road
San Anselmo, CA 94960
FAX (415) 451-2851

MID-INTERNSHIP EVALUATION

Completed by Supervisor

Intern _____

Supervisor _____

Site _____

Internship Period

From _____ to _____

THE ATTACHED EVALUATIONS HAVE BEEN REVIEWED AND DISCUSSED
BY THE STUDENT AND SUPERVISOR.

Student Comments:

Student Signature

Date

Supervisor Comments:

Supervisor Signature

Date

Return this evaluation to:
Office of Field Education
San Francisco Theological Seminary
105 Seminary Road
San Anselmo, CA 94960
FAX: (415) 451-2851

For each item below, decide which of the following performance levels best describes your abilities. Circle the appropriate number at the left of the item.

N	1	2	3	4
No basis for judgment	Not effective		Exceptionally effective	

A. *Role as Pastoral Care-Giver*

- N 1 2 3 4 **Listening** to people without personal agenda intruding
- N 1 2 3 4 **Accepting** people who are **different** from yourself
- N 1 2 3 4 **Understanding** and discerning the needs of people and situations
- N 1 2 3 4 Respecting **confidential information** in appropriate way
- N 1 2 3 4 **Relating** to others in a friendly, positive manner
- N 1 2 3 4 Being at ease in **one-on-one relationships**
- N 1 2 3 4 Being at ease in **group relationships**
- N 1 2 3 4 Developing **trust**
- N 1 2 3 4 Responding with **empathy and resourcefulness** to people in times of need
- N 1 2 3 4 Showing **appropriate initiative** in responding to pastoral needs of persons
- N 1 2 3 4 Visiting with members in **non-crisis** situations

B. *Role as Worship Leader and Preacher*

- N 1 2 3 4 **Planning** well-coordinated worship
- N 1 2 3 4 Leading **public prayer**
- N 1 2 3 4 Using **appropriate language** in worship and preaching (e.g., grammar, inclusive language, level of abstractions, slang)
- N 1 2 3 4 Using **voice** in leading worship and preaching (volume, clarity, inflection)
- N 1 2 3 4 Using **body gestures** appropriately
- N 1 2 3 4 Interpreting **biblical text** faithfully in sermons

- N 1 2 3 4 **Organizing** sermons with clarity
- N 1 2 3 4 Using **illustrations** in sermons
- N 1 2 3 4 Making sermons **relevant** to the needs of the people
- N 1 2 3 4 Demonstrating poise and personal comfort in role of worship leader/preacher

C. *Role as Teacher*

- N 1 2 3 4 **Involving learners** in the educational process
- N 1 2 3 4 Setting clear **goals and objectives**
- N 1 2 3 4 Selecting concepts appropriate for **learners' ages and needs**
- N 1 2 3 4 **Sequencing** teaching activities in a logical order
- N 1 2 3 4 **Communicating** Christian beliefs to persons of various age levels
- N 1 2 3 4 Using appropriate variety of **teaching methods**
- N 1 2 3 4 Using well-stated **questions** to stimulate learning
- N 1 2 3 4 Leading **group discussions** in a purposeful way
- N 1 2 3 4 Creating an appropriate **physical environment** for teaching

D. *Role in the World*

- N 1 2 3 4 **Identifying and analyzing** social or community issues
- N 1 2 3 4 **Relating biblical and theological insights** to community/world issues
- N 1 2 3 4 **Developing** strategies for social change
- N 1 2 3 4 **Enabling members** to become aware of and participate in the ministry of the congregation to the community and world
- N 1 2 3 4 **Integrating concern** for personal faith/ethics with concern for social justice
- N 1 2 3 4 **Identifying** with and caring for needy persons in the community
- N 1 2 3 4 Relating the Christian faith to **persons outside the church**
- N 1 2 3 4 **Utilizing the resources** of the church to deal with social issues or community problems

E. *Role as Leader and Administrator*

- N 1 2 3 4 **Supporting** the total ministry of the congregation with enthusiasm and a cooperative spirit
- N 1 2 3 4 Communicating in an **open, honest, and straightforward** manner
- N 1 2 3 4 **Analyzing** the congregation's formal and informal **decision-making** processes
- N 1 2 3 4 Exercising **authority** in appropriate ways
- N 1 2 3 4 Accepting and learning from **critique**
- N 1 2 3 4 Dealing constructively with **conflict**
- N 1 2 3 4 Empowering **lay leadership**
- N 1 2 3 4 Making **positive contributions** in working with groups and committees
- N 1 2 3 4 **Planning** and **developing** programs
- N 1 2 3 4 **Implementing** programs
- N 1 2 3 4 **Evaluating** programs
- N 1 2 3 4 Demonstrating a positive, constructive attitude about the **denomination**

F. *Personal Work Habits*

- N 1 2 3 4 Developing disciplines for **spiritual growth**
- N 1 2 3 4 **Managing time** for study, work, family/friends, and self
- N 1 2 3 4 Being **dependable**
- N 1 2 3 4 Being **prepared**
- N 1 2 3 4 Setting realistic **work objectives**
- N 1 2 3 4 **Completing** tasks
- N 1 2 3 4 Working under **pressure**
- N 1 2 3 4 Being **punctual** and keeping appointments
- N 1 2 3 4 **Dressing appropriately** and neatly
- N 1 2 3 4 Observing **etiquette** appropriate to the setting

Narrative Evaluation

Concluding an Internship

Church/Agency Information – Explanation of Forms

- **Year-End Assessment by Interns:**
a self evaluation assessment of the internship completed by the intern
- **Final Internship Evaluation – Student and Supervisor:**
a closure or exit evaluation of the intern's ministry experiences and growth

YEAR-END ASSESSMENT BY INTERNS: APPENDIX TO FINAL EVALUATION

At key points throughout their movement through the M.Div. program, students are asked to refer to the document, “Assessment at SFTS.” In accordance with the policy and guidelines stated in this document, interns are asked to review their original expectations of and objectives for their internship experience based upon the habits, virtues, and skills the seminary seeks to cultivate and practice.

The review can then guide the tailoring of one’s final year or semester of M.Div. coursework, as well as post-seminary continuing education, to one’s needs and interests in further formation and preparation for ministry. It is also

- a key element in the student’s Senior Assessment interview
- placed in the student’s assessment file.

Interns are asked to use this form

- 1) following their final evaluation discussion(s) with the internship supervising pastor, to briefly
assess their internship-year experience
- 2) to draft a statement of habits, virtues, and skills-related goals and objectives for the senior year
or final semester or post-seminary continuing education
- 3) to attach this form as an appendix to their internship final evaluation.

I. REVIEW: As you look back on your internship, indicate below the habits, virtues, and skills which you feel have been cultivated to some degree:

Habits and Virtues

- _____ knowledge of and respect for the Church and its mission; knowledge of, respect for, and intelligent use of its manifold tradition; a sense of how and why theological reasoning has been done in earlier times
- _____ personal integrity, reflecting a healthy sense of self, healthy relations with other persons in which ethically appropriate behavior is enacted, boundaries respected, and compassion exercised, and a well nurtured relationship with God
- _____ a sense of the impact of cultural and political situations on life and thought; critical awareness in the interpretation of evidence on which historical knowledge is founded
- _____ a sense for grounding theology in practical reality; awareness that theoretical reflection builds on practical wisdom and theological propositions must be tested by their consequences for the persons or congregations that hold them
- _____ sensitivity to contrasting experiences and cultures and respect for otherness in the faith
- _____ hermeneutical responsibility in the interpretation of Scripture and all communication; ability to represent accurately the words and meanings of others and to account for one’s interpretation.

Skills

- _____ lead a congregation in reformed worship
- _____ preach literate, thoughtful, scripture-based sermons
- _____ provide pastoral care and counseling
- _____ educate a congregation in the faith

- _____ manage the practical affairs of a congregation
- _____ articulate the global witness and mission of the church and foster participation in its evangelistic task
- _____ lead in ethical witness to society challenging public evil and cultivating the common good
- _____ apply their M.Div. training in non-congregational ministries.

II. REVIEW: Describe how your internship (and coursework, if you engaged in any concurrent with the internship) and other experiences enabled your cultivation of the habits, virtues, and skills you originally identified for this period (you may need to refer to your Internship Resume and Internship Final Evaluation). Please specify which courses, activities, or experiences you have addressed particular habits, etc.

III. ASSESSMENT GOALS & OBJECTIVES: As you look toward the rest of your education at SFTS,

(a) What goal(s) and objectives do you wish to set for yourself in course selection, coursework, internship and other integrative studies requirements, and/or other experiences in further cultivation of these habits, virtues, and skills?

(b) What goal(s) and objectives do you wish to set for the seminary—faculty advisor, faculty of the courses you select, and other appropriate staff, in service to such cultivation?

FINAL INTERNSHIP EVALUATION
Completed by Supervisor

Intern _____

Supervisor _____

Site _____

Internship Period

From _____ to _____

THE ATTACHED EVALUATIONS HAVE BEEN REVIEWED AND DISCUSSED
BY THE STUDENT AND SUPERVISOR.

Student Comments:

Student Signature

Date

Supervisor Comments:

Please check one of the following which will summarize your recommendation to the seminary:

___ I recommend that the intern receive **credit** for this internship

___ I recommend that the intern receive **no credit** for this internship

Supervisor Signature

Date

Return this evaluation to:
Office of Field Education
San Francisco Theological Seminary
105 Seminary Road
San Anselmo, CA 94960
FAX: (415) 451-2851

For each item below, decide which of the following performance levels best describes the intern's abilities. Circle the appropriate number at the left of the item.

N	1	2	3	4
No basis for judgment	Not effective		Exceptionally	effective

A. *Role as Pastoral Care-Giver*

- N 1 2 3 4 **Listening** to people without personal agenda intruding
- N 1 2 3 4 **Accepting** people who are **different** from yourself
- N 1 2 3 4 **Understanding** and discerning the needs of people and situations
- N 1 2 3 4 Respecting **confidential information** in appropriate way
- N 1 2 3 4 **Relating** to others in a friendly, positive manner
- N 1 2 3 4 Being at ease in **one-on-one relationships**
- N 1 2 3 4 Being at ease in **group relationships**
- N 1 2 3 4 Developing **trust**
- N 1 2 3 4 Responding with **empathy and resourcefulness** to people in times of need
- N 1 2 3 4 Showing **appropriate initiative** in responding to pastoral needs of persons
- N 1 2 3 4 Visiting with members in **non-crisis** situations

B. *Role as Worship Leader and Preacher*

- N 1 2 3 4 **Planning** well-coordinated worship
- N 1 2 3 4 Leading **public prayer**
- N 1 2 3 4 Using **appropriate language** in worship and preaching (e.g., grammar, inclusive language, level of abstractions, slang)
- N 1 2 3 4 Using **voice** in leading worship and preaching (volume, clarity, inflection)
- N 1 2 3 4 Using **body gestures** appropriately
- N 1 2 3 4 Interpreting **biblical text** faithfully in sermons
- N 1 2 3 4 **Organizing** sermons with clarity

- N 1 2 3 4 Using **illustrations** in sermons
- N 1 2 3 4 Making sermons **relevant** to the needs of the people
- N 1 2 3 4 Demonstrating poise and personal comfort in role of worship leader/preacher

C. *Role as Teacher*

- N 1 2 3 4 **Involving learners** in the educational process
- N 1 2 3 4 Setting clear **goals and objectives**
- N 1 2 3 4 Selecting concepts appropriate for **learners' ages and needs**
- N 1 2 3 4 **Sequencing** teaching activities in a logical order
- N 1 2 3 4 **Communicating** Christian beliefs to persons of various age levels
- N 1 2 3 4 Using appropriate variety of **teaching methods**
- N 1 2 3 4 Using well-stated **questions** to stimulate learning
- N 1 2 3 4 Leading **group discussions** in a purposeful way
- N 1 2 3 4 Creating an appropriate **physical environment** for teaching

D. *Role in the World*

- N 1 2 3 4 **Identifying and analyzing** social or community issues
- N 1 2 3 4 **Relating biblical and theological insights** to community/world issues
- N 1 2 3 4 **Developing** strategies for social change
- N 1 2 3 4 **Enabling members** to become aware of and participate in the ministry of the congregation to the community and world
- N 1 2 3 4 **Integrating concern** for personal faith/ethics with concern for social justice
- N 1 2 3 4 **Identifying** with and caring for needy persons in the community
- N 1 2 3 4 Relating the Christian faith to **persons outside the church**
- N 1 2 3 4 **Utilizing the resources** of the church to deal with social issues or community problems

E. *Role as Leader and Administrator*

- N 1 2 3 4 **Supporting** the total ministry of the congregation with enthusiasm and a cooperative spirit
- N 1 2 3 4 Communicating in an **open, honest, and straightforward** manner
- N 1 2 3 4 **Analyzing** the congregation's formal and informal **decision-making** processes
- N 1 2 3 4 Exercising **authority** in appropriate ways
- N 1 2 3 4 Accepting and learning from **critique**
- N 1 2 3 4 Dealing constructively with **conflict**
- N 1 2 3 4 Empowering **lay leadership**
- N 1 2 3 4 Making **positive contributions** in working with groups and committees
- N 1 2 3 4 **Planning** and **developing** programs
- N 1 2 3 4 **Implementing** programs
- N 1 2 3 4 **Evaluating** programs
- N 1 2 3 4 Demonstrating a positive, constructive attitude about the **denomination**

F. *Personal Work Habits*

- N 1 2 3 4 Developing disciplines for **spiritual growth**
- N 1 2 3 4 **Managing time** for study, work, family/friends, and self
- N 1 2 3 4 Being **dependable**
- N 1 2 3 4 Being **prepared**
- N 1 2 3 4 Setting realistic **work objectives**
- N 1 2 3 4 **Completing** tasks
- N 1 2 3 4 Working under **pressure**
- N 1 2 3 4 Being **punctual** and keeping appointments
- N 1 2 3 4 **Dressing appropriately** and neatly
- N 1 2 3 4 Observing **etiquette** appropriate to the setting

GENERAL ASSESSMENT

A. How would you describe the student's general **temperament/disposition** as he/she has been experienced in your congregation/agency? (e.g., angry, nervous, confident, casual, careless, serious, joyful, warm, etc.)?

B. How would you describe his/her level of **psychological and spiritual maturity**?

C. Please assess the student's **leadership style** by circling the words below that best describe him/her.

thoughtful	directing	reserved	adapting
modest	quick to act	economical	flexible
trusting	self confident	practical	socially skillful
cooperative	seeks change	factual	tactful
idealistic	persuasive	tenacious	enthusiastic
helpful	forceful	steadfast	dealing
receptive	competitive	thorough	inspiring
responsive	risking	methodical	animated
loyal	persistent	detailed	negotiating
urgent	analytical	fun	appropriate

D. How do you evaluate the student's sense of "**call to ministry**" at this point in her/his pilgrimage?

E. Please summarize what you perceive to be the student's greatest **strengths** for ministry?

F. Please identify and comment on any area in which the student needs further **growth**.
What new insights, knowledge, or skills does he/she need to develop before ordination?