**INSTRUCTIONS**

The guidance committee chairperson, in consultation with the entire guidance committee, should complete the final evaluation form below. It is recommended that the guidance committee meet with the intern to discuss the evaluation results. Upon completion, save this document, attach it to an email, and return it either to the intern directly or to   
Dr. Lindsey Ward, Director of Seminary Vocation, [lward@dbq.edu](mailto:lward@dbq.edu). Once received, a copy of the completed form will be shared with the student, and if applicable, their judicatory contact.

**GUIDANCE COMMITTEE EVALUATION**

Student Name:

SPM Setting:

SPM Supervisor:

SPM Term/Year:

**MINISTRY ABILITIES**

For each item below, rate the effectiveness of the intern’s abilities as demonstrated in this supervised ministry setting. You may mark NA for any items that were not demonstrated in the internship. Space for comments follows each category of items.

**1 2 3 4**

**not effective somewhat effective effective exceptionally effective**

**A. Role as Pastoral Caregiver**

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

Comments:

**B. Role as Worship Leader and Preacher**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NA | 1 | 2 | 3 | 4 |  |
|  |  |  |  |  | Planning well-coordinated and context appropriate worship |
|  |  |  |  |  | Leading public prayer |
|  |  |  |  |  | Using appropriate language style and choice in worship and preaching |
|  |  |  |  |  | Using appropriate voice style in worship and preaching (volume, clarity, inflection) |
|  |  |  |  |  | Using body language and gestures appropriately |
|  |  |  |  |  | Interpreting biblical text faithfully in sermons |
|  |  |  |  |  | Organizing sermons with clarity |
|  |  |  |  |  | Using illustrations in sermons |
|  |  |  |  |  | Making sermons relevant to the needs of the people |
|  |  |  |  |  | Planning well-coordinated and context appropriate worship |

Comments:

**C. Role as Teacher**

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

Comments:

**D. Role in the World**

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

Comments:

**E. Role as Leader and Administrator**

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

Comments:

**F. Personal Work Habits**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NA | 1 | 2 | 3 | 4 |  |
|  |  |  |  |  | Developing disciplines for spiritual growth |
|  |  |  |  |  | Managing time for study, work, and personal priorities and responsibilities |
|  |  |  |  |  | Being dependable and completing tasks |
|  |  |  |  |  | Being prepared |
|  |  |  |  |  | Setting realistic work objectives |
|  |  |  |  |  | Managing multiple ministry tasks and demands |
|  |  |  |  |  | Being punctual and keeping appointments |
|  |  |  |  |  | Observing etiquette appropriate to the setting |
|  |  |  |  |  | Setting appropriate professional boundaries |
|  |  |  |  |  | Developing disciplines for spiritual growth |

**GENERAL ASSESSMENT**

1. Describe the intern's general temperament/disposition as they have been experienced in this setting (e.g., angry, nervous, confident, casual, careless, serious, joyful, warm, etc.)?
2. Describe the intern’s growth and development within their learning goals as established in the learning covenant, as far as could be observed in this setting.
3. Identify and comment on any area in which the intern needs further growth. What new insights, knowledge, or skills might they need to develop further?
4. Describe the intern’s level of psychological and spiritual maturity, as far as it could be observed in this setting.
5. Evaluate the intern's sense of "call to ministry" at this point in their journey, as far as it could be observed in this setting.
6. Summarize the intern’s greatest strengths for ministry as they were observed in this setting.
7. For each of the questions below, please select one option, based on the intern’s overall experience in supervised ministry in this setting:
   1. Has the intern gained experience in the practice of ministry that will assist in future ministry?

Limited experience gained

Expected experience gained

Exceptional experience gained

* 1. Has the intern engaged thoughtfully and prayerfully in reflection on the practice of ministry?

Limited engagement in reflection

Expected engagement in reflection

Exceptional engagement in reflection

* 1. Has the intern shown improvement in pastoral and professional skills?

Limited improvement demonstrated

Expected improvement demonstrated

Exceptional improvement demonstrated

Additional Comments:

How many members of the guidance committee participated in this evaluation?

**SIGNATURES**

Guidance Committee Chair Signature and Date