



UNIVERSITY *of* DUBUQUE
THEOLOGICAL SEMINARY

Supervised Practice of Ministry Guide 2023 - 2024

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Degree Requirements & Program Options

Overview: Catalog information for MDIV and MAMD

Supervised practice of ministry (SPM) and field education (FE) are integral parts of the UDTS curriculum. The SPM settings and FE courses provide numerous opportunities for seminary students to integrate theological reflection and pastoral leadership practice. At the University of Dubuque Theological Seminary, SPM is viewed as a formative experience where each student, with the guidance and support of faculty, trained supervisors, and committed laity, can develop the skills and capacities for a life of joyful service to Christ.

Field education serves several major purposes which may not be met by other parts of the ministry learning process. Students are required to integrate their classroom knowledge with daily practices and experiences and make meaning of that integration through purposeful reflection. Students build experience and skills through supervised practice with the guidance of a supervisor-mentor. Students explore, affirm, and develop their gifts for service to the people of God. Finally, students can test and further develop an understanding of their own call to ministry through inner reflection and confirmation and feedback from others within the ministry setting.

SPM placements and field education courses equip students to:

- Develop the capacity for integrating theological reflection and the practice of Christian ministry
- Develop skills and capacities for faithful and joyful Christian ministry
- Develop a holistic understanding of the pastoral vocation wherein ministry, relationship, personal spirituality, and self-care are held in a creative and faithful balance.

Credit Requirements

SPM requirements may be fulfilled through placements during the fall, spring, or summer terms, or through longer internships. MDiv and MA students may register for SPM only after their first full year of study.

- Three credits of SPM plus three credits for the completion of the three field education courses are required for the MDiv degree.
- One credit of SPM plus one credit of field education course, FE 602 Leadership in Context, is required for the MAMD degree.
- MART and MAM do not require SPM or field education courses.

Registration for SPM

- SPM 671: 1 credit of SPM – min of 120 hours of supervised ministry in a single setting/term
- SPM 672: 2 credits of SPM – min of 300 hours of supervised ministry in a single setting/term
- SPM 681: 1 credit of CPE – one unit of clinical pastoral education for SPM credit
(only one credit of CPE counts as SPM credit, additional credits may be taken for elective credit)

Ordination Considerations

Students seeking ordination are responsible for consulting with their committee on preparation for ministry or judicatory board for any requirements or expectations beyond the UDS requirements. UDS is not responsible for ensuring that each student meets the requirements of their judicatory – it is exclusively the responsibility of the student. All students pursuing ordination should begin a conversation with their judicatory before locating a supervised practice of ministry site or supervisor.

Some judicatories may require multiple experiences in traditional congregational ministry within the denomination or units of clinical pastoral education (CPE). Clinical pastoral education is a supervised ministry experience that is offered by ACPE accredited hospitals and institutions across the country. Students completing CPE can register for SPM credit (SPM 681) and submit their completion certificate for the CPE unit earned to complete one SPM credit.

SPM Process & Details

Site Approval

SPM must be undertaken in an approved setting. An approved setting includes a qualified site supervisor (see Supervisor Information), an established guidance committee of 3-8 members (see Guidance Committee Information), and opportunities for supervised ministry within a pre-determined position description. All sites must be approved prior to beginning an internship for SPM credit in a specified academic term.

To seek approval, registered students will complete the SPM Approval Form and submit it to Dr. Lindsey Ward, lward@dbq.edu. This form contains information about the proposed site, position description and terms, proposed site supervisor, and proposed guidance committee.

SPM Types

In an effort to broaden learning opportunities through various ministry contexts, MDiv students are encouraged to complete three unique types of supervised ministry. These types represent an ideal progression of experiences that align with required coursework taken at specific points of a student's paradigm. Coursework can be completed successfully without pairing an SPM experience, should a student not be able to arrange a specific experience as described below. Students' judicatory requirements should always take priority over UDS types of experiences.

- Congregational SPM: This type of SPM is completed in a traditional congregational ministry setting. This experience is designed to be completed in tandem with the field education course FE 602 Leadership in Context, usually in a student's second fall semester.
- Entrepreneurial SPM: This type of SPM is designed to be completed outside the boundaries of traditional congregational ministry or to begin a new program or initiative. This experience is designed to be completed in tandem with MN 630 Starting Missional Communities, usually in a student's final spring term.

- General SPM: This type of SPM can include any type of ministry including clinical settings, student ministries, social service agencies, etc. This is experience can be completed during any term after a student's first year of study.

SPM Competency Areas

There are four competency areas that students specify for each SPM experience they participate in. These competencies help students design holistic learning goals that model effective balance of ministry, relational, personal spirituality, and self-care in the pastoral vocation. The competencies are intentionally narrow, encouraging students to develop deep skills and knowledge of one area at a time, but as ministry offers a complex and multidimensional experience as a vocation, it is not uncommon for students to expand goals outside of the focus as necessary for their ministry context.

Ministry Competencies:

- Committee Responsibilities
- Ecumenical Cooperation
- Evangelism
- Leading Worship
- Pastoral Care
- Planning and Administration
- Preaching
- Teaching Responsibilities
- Visitation

Personal Spirituality Competencies:

- Devotional Reading
- Fasting
- Journaling
- Meditation
- Prayer
- Spiritual Direction
- Spiritual Retreats

Relational & Public Leadership Competencies:

- Advocacy for Marginalized/Abused
- Affirming Skills
- Community Organizing
- Conflict Management
- Listening Skills
- Peace and Justice Ministry
- Small Group Leadership

Self-Care Competencies:

- Counseling/Therapy
- Improve Diet
- Personal Hobby
- Regular Exercise
- Regular Family Time
- Regular Time Off
- Support Groups
- Time Management

SPM Learning Covenant & Goals

Students will enter into a learning covenant with their approved site's qualified supervisor and selected guidance committee to guide their learning experience toward growth and development throughout the term. Learning covenants are best established through conversation and planning with the supervisor and guidance committee.

SPM learning covenants include the following

- Learning goals for specific learning in each competency
- Descriptions of responsibilities and methods of learning within each competency
- Resources that will be used to support learning within each competency
- Means of evaluation/feedback for each competency

SPM learning covenants should be submitted by the student and signed by both the site supervisor and the established guidance committee chairperson. They are due at the beginning of the term prior to completing any supervised ministry.

[SPM Learning Covenant Form Sample](#)

[How to Complete a Learning Covenant](#)

Reflection, Feedback, and Evaluation

An essential component to learning in supervised ministry is active and frequent reflection. Students are encouraged to pause and reflect throughout the SPM experience with themselves and in community with their supervisor and guidance committee. There are two reflection opportunities that are required for SPM experiences, midterm reflection and final reflection and evaluation, however students are encouraged to reflect on experiences in a regular rhythm that best meets their needs in addition to the requirements. (See Supervisor Information and Guidance Committee Information for more information on reflection opportunities.)

SPM Midterm Reflection asks students to document growth and progress in each of the four competencies of their SPM experience. Students are encouraged to share stories and examples of situations that helped them learn and grow, mistakes that were made and what they learned from them, learning that has been integrated from coursework and selected resources, and summaries of feedback received from supervisor and lay committee. Supervisors and guidance committee chairs will view and make comments on the SPM Midterm Reflection prior to submission. Midterm Reflections are due at the midpoint of the term.

[SPM Midterm Reflection Form Sample](#)

Feedback is an essential component of learning in the SPM environment. Formative feedback should be planned into the SPM experience through scheduled meetings with supervisors and guidance committees, especially following events or exercises in the SPM competencies. (See Supervisor Information and Guidance Committee Information for more information on feedback opportunities.)

All students are required to participate in a formal evaluation process at the end of their SPM experience. Self-evaluations provide an opportunity for a summative reflection of the experience and growth and development that took place throughout the experience. Supervisor and guidance committee evaluations formally document growth and development within the specific context of the position served in through the SPM experience. Evaluations, while shared with all covenant partners at the SPM site, and if requested, the student's judicatory, are otherwise not shared unless a written request is made by the student. Final Evaluations are due prior to the end date of the term. Credit cannot be awarded without the submission of the Final Evaluation.

[SPM Final Self-Evaluation Form Sample](#)

Remuneration

In setting the terms for remuneration, the student is free to negotiate with a church/institution and serve for any stipend upon which both agree. However, the seminary considers the following guidelines to be minimal. For all the categories of employment, the employing church or institution is encouraged to contribute to the Social Security payments of the student.

A part-time intern might expect to negotiate a salary in the range of \$850-\$1,400 per month, plus any additional needs such as transportation, housing, expenses, food, etc. If possible, churches are encouraged to contribute medical insurance and the denominational pension plan as well.

Tuition

Supervised Practice of Ministry (SPM) tuition is identical to that of any other course in the curriculum during the regular semester. For summer SPM the tuition is one half the normal rate charged. Please consult the UDS Catalog and Handbook or the Business Office for current tuition rates.

Supervisor Information

Qualified Supervisor Requirements

Field supervisors have a unique role in the supervised practice of ministry process. Supervisors are seen as mentors in ministry, able to provide experience and insight honed by years in the ministry, helping to shape and develop a junior colleague exploring their vocational call into ministry.

A qualified supervisor will meet the following requirements:

- At least three years of prior ministry experience
- Currently serving in active ministry role
- A completed MDiv degree or equivalent education for your role
- Available on-site or extremely familiar with the student's ministry site

Supervisor Expectations

The following basic functions are expected of the field supervisor, often in conjunction with the selected guidance committee:

- Getting started
 - o Personal/professional needs are being met such as office space, sufficient balance of work and personal time, details for ensuring timely payment of stipends, etc.
 - o Acquainting the student with the congregation/institution including local traditions, role expectations, etc.
- Support
 - o Students will need spiritual, emotional, and collegial support as they grown and learn through conversation, guidance, and prayer
 - o Preparing helpful, constructive observations, reflection, feedback, and evaluation.
 - o Listening deeply to the student and members of the congregation/institution in order to discern, interpret, and communicate needs or concerns

- Observation
 - Look for areas of thriving and struggling in the student’s ministry through observation in various ministry experiences
- Reflection
 - Offering opportunities to reflect not only on appropriateness of actions taken in practicing ministry, but also the theological values behind actions and plans and how God is present in experiences
- Feedback
 - Feedback should be descriptive but not interpretive.
 - Feedback should be focused on things that the student has the capacity to make changes on.
 - Feedback should be given in a spirit of loving concern to be helpful.
 - Feedback should be timely and specific.
- Regular meetings
 - It is a minimum requirement that all SPM students meet with their supervisor every other week during their experience; approximately 6 meetings in the fall or spring, and approximately 4 meetings in the summer term.
- Assessment
 - Share with the student perceptions of their progress in ministry, especially those selected for particular focus during the SPM experience.
 - A formal evaluation will be completed and shared with the student at the end of the SPM experience.

[Supervisor Evaluation Form Sample](#)

Resources & Support

As a valued member of the supervised practice of ministry team, it is important that supervisors feel adequately equipped for role.

Each site supervisor will be sent a copy of the text, *Empower: A Guide for Supervisor-Mentors in Theological Education* (Senior & Floding, 2020). This text will help shape the relationship between student and supervisor, encouraging appropriate and essential mentorship identities for specific contexts.

A collaborative online community of site supervisors is available to all site supervisors. This online community will showcase resources for guiding reflective experiences, providing effective formative feedback, providing summative evaluation, and open forums for asking questions, seeking support, or viewing other internship contexts. Access to this community will be provided to each site supervisor following formal site approval.

Guidance Committee Information

Guidance committees are an integral part of the supervised practice of ministry team, serving as formative and evaluative voices in the student's learning experience.

Guidance Committee Requirements

Each SPM experience requires a guidance committee. Site supervisors are encouraged to initiate the selection and formation of the group. The group must meet the following requirements:

- 3-8 members of the congregation/institution who are familiar with the history, traditions, and expectations of the site
- Individuals can be selected from church/institution leadership including existing committees, session members, educators, etc. or from the general membership
- If an SPM student is serving as an employed fulltime or student pastor of the SPM site, care should be taken to build a guidance committee outside of the congregation being served. Leadership of nearby churches/institutions can be called upon to serve in this case.
- The guidance committee should appoint a chairperson. The chairperson's duties include:
 - o Convene regular committee meetings (minimum of two per term)
 - o Consult with the site supervisor about duties and expectations
 - o Coordinate opportunities for formative feedback and the summative final evaluation

Guidance Committee Expectations

Guidance committees are expected to join the site supervisor in the support, observation, reflection, feedback, and assessment for the SPM student. How this looks in practice may be very different for different churches/institutions.

One of the primary expectations for guidance committees is to meet with their SPM student at least twice during a term. The purpose of these meetings is to provide opportunities for feedback and evaluation. Ideally, meetings are scheduled shortly after an opportunity for the guidance committee to observe the SPM student practicing ministry to provide formative feedback. Examples of timely formative feedback meetings include convening a meeting after a worship service in which the SPM leads part of the service or preaches a message to the congregation; or after attending an adult education class led by the student; or after visiting with home-bound congregants. These meetings can be reflective opportunities to discuss what took place.

One of the other essential functions of a guidance committee is to provide a formal summative evaluation of the student's progress and growth toward their learning goals for the SPM experience. An evaluation form is provided, and the committee chair should coordinate the committee's evaluation feedback into a single response. This evaluation will be shared with the student.

[Guidance Committee Evaluation Form Sample](#)

One additional role that guidance committees need to be aware of is the role of acting as a safety net for the student and/or the site supervisor should any issues arise in the course of the internship. Guidance committee chairpersons should be prepared to listen to concerns of the student intern if they experience situations that could be considered inappropriate between a supervisor and the student.

Examples might include negative or gossip talk about the congregation or any members, inappropriate advice for situations, avoidance such as missed meetings or required forms, or even in very rare situations, harassment or ill-treatment by the supervisor. In events such as these, it is crucially important for a guidance committee or guidance committee chairperson to be prepared to communicate with UDTS, the student's judicatory, and the site supervisor to ensure a safe and secure internship experience for the student.

Resources & Support

The function of a guidance committee may differ significantly from site to site or internship to internship. The site supervisor is expected to clearly communicate expectations of the guidance committee for the specific context. This includes guiding the committee to specific opportunities to observe the student in ministry, providing tools to provide useful feedback, and encouraging productive and effective evaluation information.

Appendix A: SPM Approval Form Sample



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Office of Seminary Vocation
Supervised Ministry Site Approval

Supervised practice of ministry must be undertaken in an approved setting. An approved setting includes a qualified site supervisor, an established guidance committee of 3-8 members, and opportunities for supervised ministry within a pre-determined position description. Students should complete the form below including collecting approval signatures from the proposed site supervisor and guidance committee chairperson. Upon completion, submit the form to the SPM Approval assignment dropbox in the course Moodle page.

STUDENT INFORMATION

Student Name:

Student ID Number:

Email:

Phone:

SPM Term/Year/Number of Credits:

Judicatory Contact (Name, Title, Email address – required for those pursuing ordination):

PROPOSED SITE AND POSITION DESCRIPTION

Site Name:

Site Affiliation/Denomination/Presbytery:

Site Address:

For a site to be approved, a brief internship position description should be provided below along with any tentative terms including but not limited to:

- Proposed tasks or skills to be developed
- Proposed weekly hours, meetings, or other recurring responsibilities
- Proposed or agreed upon terms for remuneration

After a site is approved, a Learning Covenant will be established for the internship which will include detailed learning goals, resources, methodology, and feedback. These do not need to be included for the purpose of site approval.

Proposed Position Description/Terms:

SUPERVISOR INFORMATION

A qualified supervisor will meet the following requirements:

- At least three years of prior ministry or relevant experience
- Currently serving in active ministry or relevant professional role
- A completed MDiv degree or equivalent education for their role
- Available on-site or extremely familiar with the student's proposed site

Supervisor Name:

Supervisor Title:

Supervisor Email:

Supervisor Address (street, city, state, zip code):

Phone (office or cell):

Denomination/Affiliation:

Number of years of ordained ministry or equivalent experience:

Theological education/relevant training (Institution, degree earned, relevant experience):

GUIDANCE COMMITTEE INFORMATION

Each SPM experience requires a guidance committee. The guidance committee will be primarily responsible for providing formative and evaluative feedback. Site supervisors are encouraged to initiate or assist in the selection and formation of the group. The group must meet the following requirements:

- 3-8 members of the congregation/institution who are familiar with the history, traditions, and expectations of the site
- Individuals can be selected from setting leadership including existing committees, session members, educators, etc. or from the general membership
- If an intern is serving as an employed full-time or student pastor of the site, care should be taken to build a guidance committee outside of the immediate setting being served. Leadership of nearby churches/institutions can be called upon to serve in this case.
- The guidance committee should appoint a chairperson. The chairperson's duties include:
 - o Convene regular committee meetings (minimum of two per term)
 - o Consult with the site supervisor about duties and expectations
 - o Coordinate opportunities for formative feedback and the summative final evaluation

Chair Name/Email:

Member Names/Emails:

SIGNATURES

By signing and dating below, you indicate that the information in this form is accurate and that you are willing to serve in the capacity noted in this form. Once approved, all parties will receive notice of approval.

Student signature and date:

Proposed Supervisor signature and date:

Comments:

Proposed Guidance Committee Chairperson signature and date:

Comments:

Appendix B: SPM Learning Covenant Sample



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Office of Seminary Vocation
Supervised Ministry Learning Covenant

This Learning Covenant establishes an agreement of learning and skill development as well as mutual trust between the student/intern, the approved site supervisor, and the approved guidance committee, within the context of the community of faith or other institution/organization that shall serve as the host site for the agreement. As such, this Covenant should be developed through careful consideration and conversation to best support both the needs of the learner and the needs of the site, and should ensure an ongoing partnership with the work God is already doing herein.

STUDENT INFORMATION

Student Name:

Student ID Number:

Approved SPM Setting:

Approved SPM Supervisor:

Approved SPM Guidance Committee Chair:

SPM Term/Year:

THE COVENANT

The Learning Covenant is divided into four competency areas, ministry, leadership, spirituality, and wellness, to model learning and development for the whole person. For each competency area, complete the following:

- Select one specific focus for each of the four competency areas from the list provided. If none are an adequate fit, select Other and provide an explanation.
- Establish at least one goal learning in this competency. What specifically do you want to learn, improve, develop, or achieve related to this competency?
- List the methods or ways you will develop and learn through your learning goal(s). Include specific responsibilities, skills, practices, etc. that you will use throughout your internship.
- List the resources you will utilize to further your learning toward your learning goal(s) in this competency area. Select at least one literary resource that interests you, one human resource within your context, and one additional resource suggested or provided by your site, denomination, or other useful structure. Students will be expected to review these resources as a part of their learning in this competency area.
- Define the means of feedback/evaluation to be used to document/measure learning in this competency area. Feedback and evaluation should be closely related to the kinds of responsibilities, skills, practices, etc. to be utilized in learning.

Ministry Competency:

Select one of the following competencies to focus on: Preaching; Visitation; Pastoral Care; Leading Worship; Teaching Responsibilities; Evangelism; Committee Responsibilities; Planning and Administration; Ecumenical Cooperation; Other

Learning goal(s) for this competency:

Description of internship responsibilities within this competency:

Description of methods for learning within this competency:

Resources to support this competency:

Literary Resource:

Human Resource:

Denominational/Site Resource:

Means of evaluation/feedback for this competency:

Leadership Competency:

Select one of the following competencies to focus on: Advocacy for Marginalized/Abused; Affirming Skills; Community Organizing; Conflict Management; Listening Skills; Peace and Justice Ministry; Small Group Leadership; Other

Learning goal(s) for this competency:

Description of internship responsibilities within this competency:

Description of methods for learning within this competency:

Resources to support this competency:

Literary Resource:

Human Resource:

Denominational/Site Resource:

Means of evaluation/feedback for this competency:

Spirituality Competency:

Select one of the following competencies to focus on: Devotional Reading; Fasting; Journaling; Meditation; Prayer; Spiritual Direction; Spiritual Retreats; Other

Learning goal(s) for this competency:

Description of internship responsibilities within this competency:

Description of methods for learning within this competency:

Resources to support this competency:

Literary Resource:

Human Resource:

Denominational/Site Resource:

Means of evaluation/feedback for this competency:

Wellness Competency:

Select one of the following competencies to focus on: Counseling/Therapy; Improve Diet; Personal Hobby; Regular Exercise; Regular Family Time; Regular Time Off; Support Groups; Time Management; Other

Learning goal(s) for this competency:

Description of internship responsibilities within this competency:

Description of methods for learning within this competency:

Resources to support this competency:

Literary Resource:

Human Resource:

Denominational/Site Resource:

Means of evaluation/feedback for this competency:

SIGNATURES

By signing the Learning Covenant, you agree to mutually partner in growth and learning around the specific competencies, responsibilities, resources, and means of feedback/evaluation documented above. If the Covenant requires modifications or is not approved by any party, please indicate specifics below, and the document will be returned to the intern. Upon final approval, granted by the UDTS Director of Seminary Vocation, a completed copy of the Learning Covenant will be sent to all parties.

Student signature and date:

Supervisor signature and date:

Comments or Modifications:

Guidance Committee Chairperson signature and date:

Comments or Modifications:

SAMPLE

Appendix C: SPM Midterm Reflection Form Sample



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Office of Seminary Vocation
Supervised Ministry Midterm Reflection

This midterm reflection is designed to initiate an intentional pause in ministry practice for the purpose of reflecting on the self-directed learning that a student is accomplishing in their internship. Students will reflect on learning and development in their chosen competencies, think broadly about their experience so far, and document learning from any meetings with supervisors and/or guidance committee members in the first half of the internship. Students are encouraged to share or discuss their reflection with their site supervisor and guidance committee for the deepening of future learning in the internship.

STUDENT INFORMATION

Student Name:

Student ID Number:

Approved SPM Setting:

Approved SPM Supervisor:

Approved SPM Guidance Committee Chair:

SPM Term/Year:

COMPETENCIES

For each competency area below, please indicate the progress you have made on your learning. Report on each of the following:

- Responsibilities or methods for learning
 - o What have you completed or attempted?
 - o Describe what has been learned from these responsibilities or methods.
- Resources
 - o What have you reviewed, read, discussed, etc?
 - o Describe what has been learned from these resources.
- Evaluation/Feedback:
 - o Provide a brief summary of feedback or any evaluations received.
 - o Describe what has been learned from the feedback/evaluations.

Ministry Competency:

Learning goal(s) for this competency:

- What progress have you made on your learning?

Description of internship responsibilities within this competency:

- What have you completed or attempted within your established responsibilities?
- What has been learned from these responsibilities?

Description of methods for learning within this competency:

- What methods or ways of learning have you attempted?
- What has been learned from these methods or ways of learning?

Resources to support this competency:

- What have you reviewed, read, discussed, etc?
- What has been learned from these resources?

Means of evaluation/feedback for this competency:

- Provide a brief summary of feedback or any evaluations received within this competency.
- What has been learned from the evaluations or feedback within this competency?

Leadership Competency:

Learning goal(s) for this competency:

- What progress have you made on your learning?

Description of internship responsibilities within this competency:

- What have you completed or attempted within your established responsibilities?
- What has been learned from these responsibilities?

Description of methods for learning within this competency:

- What methods or ways of learning have you attempted?
- What has been learned from these methods or ways of learning?

Resources to support this competency:

- What have you reviewed, read, discussed, etc?
- What has been learned from these resources?

Means of evaluation/feedback for this competency:

- Provide a brief summary of feedback or any evaluations received within this competency.
- What has been learned from the evaluations or feedback within this competency?

Spirituality Competency:

Learning goal(s) for this competency:

- What progress have you made on your learning?

Description of internship responsibilities within this competency:

- What have you completed or attempted within your established responsibilities?
- What has been learned from these responsibilities?

Description of methods for learning within this competency:

- What methods or ways of learning have you attempted?
- What has been learned from these methods or ways of learning?

Resources to support this competency:

- What have you reviewed, read, discussed, etc?
- What has been learned from these resources?

Means of evaluation/feedback for this competency:

- Provide a brief summary of feedback or any evaluations received within this competency.
- What has been learned from the evaluations or feedback within this competency?

Wellness Competency:

Learning goal(s) for this competency:

- What progress have you made on your learning?

Description of internship responsibilities within this competency:

- What have you completed or attempted within your established responsibilities?
- What has been learned from these responsibilities?

Description of methods for learning within this competency:

- What methods or ways of learning have you attempted?
- What has been learned from these methods or ways of learning?

Resources to support this competency:

- What have you reviewed, read, discussed, etc?
- What has been learned from these resources?

Means of evaluation/feedback for this competency:

- Provide a brief summary of feedback or any evaluations received within this competency.
- What has been learned from the evaluations or feedback within this competency?

REFLECTION

Please respond to at least five of the following eight reflection questions about your supervised ministry experience.

In what ways are you integrating your classroom learning into your current practice of ministry?

In what ways are you developing as a disciple of Jesus Christ through your current practice of ministry?

Describe what you are learning about your pastoral and personal identity through your current competency areas.

What, if anything, will you change or try differently in the latter half of your internship experience, and why?

What, if anything, will you increase, repeat, or expand in the latter half of your internship experience, and why?

What challenges, if any, are you currently facing in your internship experience, and what actions might be within your control to improve them?

What changes or additions will be made to your responsibilities/methods of learning, resources, or means of feedback/evaluation for the latter half of your internship experience, if any, either for your own learning or for the needs of your site?

Do you have any comments or concerns that you would like addressed at the midpoint of your internship experience?

LOG OF MEETINGS

Please list dates, times, and a brief summary of topics below. Include phone, zoom, face-to-face, and other meetings that have contributed to your learning.

Meetings with Site Supervisor

Meetings with Guidance Committee

Meetings with Others

SIGNATURES

By signing below, you indicate that the information on this form has been shared/discussed by the student, supervisor, and guidance committee in meaningful ways that contribute to the continued learning and practice of ministry at the site. Signatures from all parties are expected unless the intern requests in advance that the document not be shared due to content shared within the reflection document. Please contact Dr. Ward.

Student signature and date:

Site Supervisor signature and date:

Comments:

Guidance Committee Chairperson signature and date:

Comments:

SAMPLE

Appendix D: SPM Final Self-Evaluation Form Sample



**Office of Seminary Vocation
Supervised Ministry Student Self-Evaluation**

This self-evaluation is designed to initiate an intentional pause in ministry practice for the purpose of reflecting on the self-directed learning that a student is accomplishing in their internship and evaluating progress made toward internship goals. Students will evaluate their abilities in ministry broadly, as they pertained to the internship experience, and assess their learning in a summative way. Students are encouraged to share or discuss their final self-evaluation with their site supervisor and lay committee for the deepening of future learning in the internship.

STUDENT SELF-EVALUATION

Student Name:
SPM Setting:
SPM Supervisor:
SPM Term/Year:

MINISTRY ABILITIES

For each item below, select the performance level that best describes your abilities from the following scale:

- | | | | |
|---------------|--------------------|-----------|-------------------------|
| 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 yourself
					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
					Developing trust
					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

B. Role as Worship Leader and Preacher

NA	1	2	3	4	
					Planning well-coordinated worship
					Leading public prayer
					Using appropriate language in worship and preaching (ie: grammar, inclusive language, level of abstractions, slang)
					Using voice in leading 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

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

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 members to become aware of and participate in the ministry of the setting 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

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 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

F. Personal Work Habits

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

GENERAL ASSESSMENT

A. Ministry Responsibilities and Covenant

1. Describe your ministry responsibilities and tasks in your internship setting.
2. In relation to the learning goals and objectives in your covenant, assess your personal and professional growth within each.
3. What other things have you learned about yourself? (e.g., personal and professional identity, faith, decision making, authority, authenticity)

B. Relationships

Describe your relationship to members of the setting, to institutional structures, to people in authority, and to persons experiencing conflict. Supply specific examples, commenting on the dynamics involved.

C. Future Steps

Based on this internship experience, what goals and strategies are appropriate next steps for you?

D. Integration/Congruence

1. Reflect upon how your experience in this setting has helped you understand the nature and mission of the church. In light of this reflection, comment upon your image of yourself and your role in the church.
2. Describe experiences, images or resources that have helped you understand the reality of God in the midst of your ministry.

LOG OF MEETINGS

Please list dates, times, and a brief summary of topics below for any meetings from midterm until the end of the internship experience. Include phone, zoom, face-to-face, and other meetings that have contributed to your learning.

Meetings with Site Supervisor

Meetings with Lay Committee

Meetings with Others

SIGNATURES

Signatures of all parties are encouraged but not required if the student includes items they wish not to disclose to their ministry setting. Please contact Dr. Ward in advance, if all parties' signatures will not be included.

Student Signature and Date

Supervisor Signature and Date

Guidance Committee Chair Signature and Date

Additional Comments:

SAMPLE

Appendix E: SPM Supervisor Evaluation Form Sample



Please complete the final supervisor evaluation for your intern this term. Supervisors may submit evaluations back to the intern or email it directly to Lindsey Ward, Director of Seminary Vocation, lward@dbq.edu. Supervisors are highly encouraged to meet with interns to discuss the experience the evaluation.

SUPERVISOR EVALUATION

Student Name:
SPM Setting:
SPM Supervisor:
SPM Term/Year:

MINISTRY ABILITIES

For each item below, select the performance level that best describes the intern’s abilities on the following scale:

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 them
					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
					Developing trust
					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

B. Role as Worship Leader and Preacher

NA	1	2	3	4	
					Planning well-coordinated worship
					Leading public prayer
					Using appropriate language in worship and preaching (ie: grammar, inclusive language, level of abstractions, slang)
					Using voice in leading 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

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

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 members to become aware of and participate in the ministry of the setting 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

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/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

F. Personal Work Habits

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

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 level of psychological and spiritual maturity, as far as it could be observed in this setting.
3. 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.
4. Summarize the intern's greatest strengths for ministry as they were observed in this setting.
5. 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?
6. For each of the questions below, please select one option, based on the intern's overall experience in supervised ministry in this setting:
 - a. Has the intern gained experience in the practice of ministry?
 - Little experience gained
 - Gaining experience seen as a goal of the experience
 - Strong gains seen in experience that will assist in future ministry
 - b. Has the intern engaged thoughtfully and prayerfully in reflection on the practice of ministry?
 - Little reflection on the practice of ministry
 - Engaging in reflection on practice of ministry seen as a goal of the experience
 - High engagement in reflection on practice of ministry
 - c. Has the intern shown improvement in pastoral and professional skills?
 - Little improvement demonstrated in pastoral and professional skills
 - Improving pastoral and professional skills seen as a goal of the experience
 - Strong improvement seen in pastoral and professional skills

Additional Comments:

SIGNATURES

Supervisor Signature and Date

Appendix F: SPM Guidance Committee Evaluation Form Sample



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. 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, select the performance level that best describes the intern’s abilities from the following scale:

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 them
					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
					Developing trust
					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

B. Role as Worship Leader and Preacher

NA	1	2	3	4	
					Planning well-coordinated worship
					Leading public prayer
					Using appropriate language in worship and preaching (ie: grammar, inclusive language, level of abstractions, slang)
					Using voice in leading 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
					Demonstrating poise and personal comfort in role of worship leader/preacher

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

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 members to become aware of and participate in the ministry of the congregation 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

E. Role as Leader and Administrator

NA	1	2	3	4	
					Supporting the total ministry of the congregation 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/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
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F. Personal Work Habits

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

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 level of psychological and spiritual maturity, as far as it could be observed in this setting.
3. 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.
4. Summarize the intern's greatest strengths for ministry as they were observed in this setting.
5. 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?

Additional Comments:

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

SIGNATURES

Guidance Committee Chair Signature and Date