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Introduction

Contextual Learning at Drew Theological School is an integral part of the Master of Divinity program. As part of this program, students are required to take Supervised Ministry during their second year of study. Through placement in ministry settings and concurrent participation in a seminar on Ministerial Leadership, students are helped to think reflectively and critically about their practice of ministry. Challenged to think about issues of ministry and their own pastoral and spiritual formation, students are assisted to develop their skills in ministry as well as to discuss God’s call to ministry in clearer ways.

This manual contains the requirements within the ministry setting component of the program. We hope it will be of help to you as you work together in the ministry setting over the coming year. Should you have any questions about any part of the program, please do not hesitate to call us. May God bless you as you embark on this journey in ministry together.
STATEMENT ON SEXUAL HARASSMENT

One of the most difficult issues facing the Church today is that of sexual harassment. Few behaviors damage relationships and trust like the misuse and abuse of power evidenced in sexual harassment. The spiritual, emotional and perhaps physical well-being of those who are so abused is threatened at times beyond repair.

Students in ministry settings are particularly vulnerable because they are subject to evaluation and review from those in authority in the setting in which they minister. These dynamics can contribute to a climate in which sexual harassment might flourish.

Drew University has taken a clear stand against the practice of sexual harassment within the community of Drew. The Theological School shares the wider University’s commitment to the eradication of this societal ill and the swift response to evidence of its presence within the community.

Students in Supervised Ministry who are themselves victims of this abuse are urged to report it to the Director of the program who will take appropriate action in response up to and including filing a complaint with judicatory officials. Supervisors or lay persons subject to harassment from students are urged to report such behavior to the Director for appropriate action.
WORK IN A MINISTRY SETTING

Students are required to work in a ministry setting for at least one semester during their second year in the M.Div. Program. While the majority of students will fulfill this requirement in a church setting, many students will do so in an agency or other kind of advocacy setting. Students must work a minimum of 12-15 hours per week in the ministry setting.

It is our hope that our students will have the opportunity to experience as many facets of ministry in the setting as is possible. During their initial interviews, students should have the opportunity to discuss with the supervisor the opportunities for learning in the setting. These expectations would include specific areas of responsibility and time requirements for the student as well as the learning goals of the student and areas of possible involvement throughout the setting. Such conversations are enhanced if it is possible for supervisors, lay people, and students to share something of their views of the nature of the setting and its ministry as well as the concrete expectations of the role of the student and that of the supervisor in the supervised ministry process.

While there are some common skill sets necessary in all religious leadership positions, we recognize that there are also differences of experience in church and agency settings. What follows are the expectations of the kinds of responsibilities and exposure that students will have in each kind of setting (in alphabetical order).

CHURCH AND CONGREGATIONAL SETTINGS:

**Administration**: In order for students to develop skills in administration within the particular ministry setting, each student should be responsible for a given program area in the general work of the church. In a church, for example, he or she might be given oversight of the work of the Mission Committee. Through this assignment the student would be able to practice skills of program development in the particular context, take into account any budgetary implications of the program, work with others to insure publicity and good participation, and learn how to evaluate a program so as to insure better success the next time. Through conversations with the supervisor and the Teaching Committee the student should be helped to see the administration of the church in its relationship to the other elements of the pastoral office including education, pastoral care and communication.

**Budgetary Process**: Students who will be overseeing the life of a congregation need to understand in practical and theological ways how to create budgets and live within them. They should be exposed to the process in which congregations make decisions about how money will be spent; learn about the particular church’s fundraising practices; and understand the ways the pastor needs to monitor the budget so as to insure adherence to it.

**Community Work**: The service of the local parish takes place in the midst of a community. We hope students will learn about the community and be involved in the church’s witness to and with the community as the issues of our time are addressed. The community is considered to be local and world-wide. As John Wesley, the founder of Methodism said, “The world is my parish.” The faculty and staff of Drew Theological School embrace this understanding of ministry and endeavor to teach students through a variety of ways that they, too, should be mindful of the larger societal issues present in their local community and beyond and see within then the call to ministry.
**Pastoral Care:** Students should be introduced to the many expressions of pastoral care offered by the religious leader and should participate in visitation of parishioners both at home and in the hospital/nursing home. Conversation with the supervisor and with the Teaching Church Committee will help students to deepen their appreciation for and understanding of the theological, spiritual and pastoral reasons that visitation is vitally important in a congregation.

**Preaching:** While some students graduating from Drew Theological School go into ministries other than parish ministry, most serve as pastors where preaching is an important part of their work. It is therefore strongly suggested that parish supervised ministry settings include at least four opportunities (Sunday worship, nursing home services, special emphasis service, etc.) for the student to preach before the gathered community in Sunday worship over the course of the academic year. In addition, it is advisable for students to also preach and lead worship in other settings, for example, nursing homes or community wide ecumenical services. Opportunity for discussion of this experience should be provided. Such discussion might take place at a Teaching Committee meeting or in a supervisory session.

**Rituals of the Church:** Students in supervised ministry in church settings should, over the course of the academic year, experience and discuss and participate in the various rituals of the church. While this participation will vary appropriately given the particularities of a church’s denomination, students should grow in their understanding of the history, practice and elements of a given ritual as well as in their theological understanding of it. At the end of the supervised ministry experience, they should be able to teach and articulate for others the deeper theological and spiritual meaning embedded in the ritual. These rituals include the Eucharist, Baptism and Dedication (both infant and believers), weddings, memorial services and funerals.

**Teaching:** Congregational ministry presents multiple opportunities for teaching across age groups. Examples include Bible studies; teaching a regular Sunday School class; writing an article or letter for the church newsletter; designing and teaching an Advent or Lenten series are all examples of the teaching office of the pastor. Students need to have the experience of designing a lesson plan for the appropriate class and to evaluate the class upon its conclusion. Conversations with the supervisor and the Teaching Committee will help the seminary student develop an appreciation for the importance this aspect of the pastoral office.

**Technology:** Students preparing to offer ministry in the 21st century are already acquainted with the use of technology and social media in their daily lives. They need to explore, within the ministry setting, the implications of these tools in congregational ministry. Conversations with the Teaching Committee and the supervisor can help students better understand the advantages and limits of using technology and social media within the context of the gathered faith community.

**Worship:** It is important that students who are hoping to become ordained clergy develop an ease and confidence as leaders of liturgy as much as their tradition allows. Through preaching with some regularity during the academic year, and participating in the special services of the church as schedules allow (funerals, weddings, Baptisms and Christenings), the student will gain familiarity
and confidence in leading worship. Such confidence is a great help to students when they graduate and assume liturgical responsibilities. Ideally, a student assistant will help lead worship every week and preach at least 4 times during the September to May time period of Supervised Ministry.

**WORK IN AN AGENCY AND/OR ADVOCACY SETTING:**

**Administration:** It is important that students who are intending to be religious leaders whose ministry is set in agency and/or advocacy setting understand the particular realities of administration in such settings. Administration in non-profit settings requires ongoing attention to both programmatic and budgetary realities and should include introduction to fund-raising principles relative to the particular agency.

**Budgeting:** Students in agency and/or advocacy setting should become knowledgeable about the entire budgetary process from planning to fundraising. If the agency/advocacy group is dependent on grants for any part of its financial resources students should learn about such funding sources and the process of writing and applying for grants from foundations or other institutions.

**Community Relations:** Students should learn about the need for and the process of developing strong ties between the particular agency and the religious and secular groups within the wider community. Such learning and experience will allow the student to gain skills in building partnerships, understanding resources available through such partnerships, and public speaking through interpreting the work of the agency and the need for such partnerships in the community.

**Public Speaking:** Seminary students who are headed for positions of religious leadership in a variety of settings need to be comfortable speaking before different kinds of groups. Whether the student is in an agency or a congregational setting during the Supervised Ministry year, he or she should have ample opportunities to develop and deliver presentations of various kinds in public settings. Assignments for these speaking opportunities should be worked out in conversation between the student, supervisor and Teaching Committee.

**Societal Relevance:** Students serving in agency and advocacy settings should be helped to appreciate the larger societal issues that have given rise to the creation of the agency and/or advocacy group. They should also be helped to understand the process by which a given person is able to access the resources of the agency and what the “in-take” process involves. It is also important that students understand how the agency/group arranges for persons to be connected with other agencies that may be more directly related to the needs of the individual in question as well the coalitions with which the agency may be involved.

**Technology:** Students preparing to offer ministry in the 21st century are already acquainted with the use of technology and social media in their daily lives. They need to explore, within the ministry setting, the implications of these tools in agency and advocacy work. Conversations with the Teaching Committee and the supervisor can help students better understand the advantages and limits of using technology and social media within the context of the setting.
A Final Word:
Through such varied experiences and responsibilities, students begin to better understand the nature of leadership and gain confidence as religious leaders of the future. In all cases, students should be assisted to think theologically about the work they are doing and the mission of the given agency or church.

If any of the expectations of the Theological School outlined above are not possible, the supervisor of the student should call the Director of the Supervised Ministry program, Dr. Virginia Samuel, Associate Dean for Contextual Learning at 973-408-3418 as early in the fall semester as possible.
SUPERVISION AND THE SEMINARIAN

The primary agenda for the supervisory process is the student and his/her ministry as a religious leader in the specific field setting. Through regular dialogue in supervisory sessions, the supervisor helps the student to look at specific acts of his/her ministry and ask pertinent questions about them such as: Why did I do that the way I did? How did I determine what needed to be done in that situation? What “hooked” me into overreacting or overstepping the bounds of my responsibilities? Why did that work as well as it did? What do I wish I had done differently? What can I do to begin to change this pattern of behavior? Would I benefit from some psychological counseling in this particular area? What is my vision of ministry evident in this situation? What do I now see as my strengths and areas of growth in my ministry? How do I theologize about my experience? These questions and others like them are at the heart of the supervisory process.

While supervision is a process in which the student is helped to answer the above questions for himself/herself and is not normally the place for the supervisor to tell the student how things ought to be done, there will be times when what is called for is the supervisor’s sharing of his/her experience, a “this is what worked for me” discussion. During such discussions, it is natural that the supervisor will also ask similar questions of himself/herself. Hence growth can also come for the supervisor.

The Theological School expects that the supervising pastor or the appropriate professional within an agency setting will meet with the student at least once every other week for a supervisory session. This session should be scheduled at a regular time, last for one to one and a half hours and be free of interruptions.

The supervisor and supervisee should agree ahead of time on a format and agenda for each session. A variety of formats may be used including verbatim analysis of a critical event, a review of a taped sermon recently preached by the student or a presentation made within the agency, an analysis of the student’s plans for a given area of ministry, or planning and reviewing of the Learning Serving Covenant (see pg. 20).

The focus of supervision is on the student’s growth in professional competence as a religious leader. Although growth in competence cannot be separated from personal growth and the line between supervision and counseling is often blurred, this process should be differentiated from counseling and/or psychotherapy. Counseling is not the supervisor’s responsibility. The Drew University McKintoch Counseling Center is open to all students at no charge and supervisors may recommend students make an appointment at the center if it is indicated. It is not possible to be both supervisor and counselor. The supervisor will be freer to supervise if the student is referred for this assistance. The above is offered as a guideline and a firm recommendation. Consultation with the Director of Supervised Ministry is appropriate at any time.

The student’s growth process as a ministering person will be greatly enhanced by participation of the laity. Direct feedback from the persons with whom the student is engaged in ministry is essential for real learning. It can take place informally, but it is important that more formal feedback sessions take place with the student, supervisor and the Teaching Committee every month (see page 15 for explanation of TC).
The feedback itself is important and valuable to the student. Including laity in that process helps the congregation. Just as some hospitals are “teaching hospitals” where medical students carry out responsibilities, so congregations are directly involved in the education of the future religious leader. Likewise in an agency setting, students bring gifts in contemporary understandings of issues and scholarship that is relevant to the work of the agency. In a broader sense, then, laity in churches and non-supervisory staff persons in agencies also engage in supervision of the seminary student. The supervisory process thus becomes a crucial bridge between the Theological School and the local church and agency.

We understand the need to be in supervision as a lifelong need and therefore view what may be the student’s first experience of supervision as being crucial to his/her developing attitudes toward the process. The student’s experience with you will also inform the way that he or she subsequently supervises the lay people and others with whom he/she ministers.

The Theological School is very appreciative of the time, energy and commitment supervisors and others give to our students preparing for the ordained ministry. You have a vital role in helping us prepare our future clergy for service in the church and the world.
SUPERVISION AND THE STUDENT LOCAL PASTOR

Although the process of supervision is basically the same for students who are serving as United Methodist local pastors, there are some points of difference which are important to point out.

Because the student local pastor by definition is the sole pastor appointed to the congregation or charge, the supervisor will not be on site on a regular basis. The District Superintendent by Discipline is charged with supervision of each local pastor and will in some cases be directly involved in supervisory conferences. In other cases, he/she will ask another pastor, in consultation with the local pastor, to supervise the local pastor’s work.

Once the supervisor has been determined, a bi-weekly schedule of conferences should be set up. Because the supervisor is not directly observing the seminarian each week, a greater effort will have to be made to introduce him/her to the seminarian’s work. Verbatims, case studies, tapes of sermons, process notes from administrative meetings are all useful in helping the supervisor experience the seminarian as a ministering person.

The supervisor should be present at the fall orientation meeting held on campus as well as the initial meeting of the Teaching Committee at the church. He/she need not be present at the TC meetings again until the evaluation session held late in both the fall and spring semesters. A written evaluation should be prepared by the supervisor and shared with the student local pastor prior to returning it to the Office of Supervised Ministry. It may be appropriate to share some of the substance of the evaluation with the TC at the evaluation session itself.
THE SUPERVISORY SESSION

The supervisory session is to be one to one and a half hours in length. This time includes a few minutes of reflection for both supervisor and supervisee before and after the session. The following is a sample supervisory session.

I. Prior to Session

The supervisor looks over notes on other sessions; thinks about the previous weeks and any interactions with or observations of the supervisee; recalls any pertinent feedback about the supervisee from laity or co-workers; notes particular issues that need yet to be addressed; if possible, reads over verbatims or other materials submitted ahead by supervisee; checks self to monitor how she/he is feeling in general and about supervisee in particular.

The supervisee (student) thinks about issues, incidents, questions that are particularly pressing that day; re-reads verbatims or other materials submitted to the supervisor prior to the session in order to focus on her/his primary concerns; notes any recurrent themes in supervisory session or Teaching Committee meetings that need to be discussed again; checks self to monitor how she/he is feeling in general and about supervisor in particular.

II. Session

1. **Entry** - How are both of your doing? Are you able to be emotionally present to each other and to the session? If not. Why not? Work on “clearing the decks” of extraneous concerns at least temporarily so that your full attention can be given to the session.

2. **Agenda Setting** – Having thought about it ahead of time, the supervisee lists areas for discussion. Ideally, the student would have submitted a verbatim or other kinds of written material to the supervisor for written comments ahead of time. If this has not been done, at the very least the supervisee should come prepared with a list of issues and areas to discuss.

3. **Priority Setting** - Take some time to decide the order in which issues will be discussed. Those most pressing for the supervisee should be discussed first. If, in the supervisor’s opinion, a given area is problematic enough to warrant discussion and the supervisee either puts it very low on the list or does not list it at all, the supervisor should feel free to say that she/he thinks it ought to be included early in the discussion.

4. **Themes** - In this section you are looking at deeper levels of meaning. What themes or questions surface that seem to suggest a pattern with issues previously raised? What “hooked” the supervisee into responding as she/he did? What common themes of supervision are raised (role identity, sexuality, motivation, intimacy/distance, etc.) What made it possible this time for the supervisee to respond to the person or situation in a more constructive or healthy way?

5. **Reflection** – How does the supervisee understand the issues discussed in theological terms? The quadrilateral (scripture, tradition, experience, reason) may be a helpful resource at this point.

**Evaluation** - While both parties need to evaluate the supervisee’s work, it is most helpful if the supervisee evaluates first. This will help the student grow in his/her ability to be objective about ministry performed and thus to become increasingly able to self supervise. After she/he has evaluated the ministry in question the supervisor may offer comments. Finally, the agenda is set for the future. The question is asked of (and by) the supervisee, “What will I do differently next time?”

**III. Debriefing after the session**

After the supervisee leaves, the supervisor records notes on progress seen in the supervisee; questions left unaddressed or suggested for future sessions; notes to self to observe the supervisee more closely in a given area.

After the session, the supervisee should do a similar debriefing.

**Please Note:**

The above outline is intended to give an overview of the areas that need to be addressed. It is not meant to be used in an overly rigid fashion. The amount of time spent on each section may vary from session to session. While the supervisee takes major responsibility for setting the agenda, the supervisor has the prerogative to help set the agenda when it is necessary and appropriate.
VERBATIM FORMAT

Verbatims are one of the most often used methods of reflecting upon one’s practice of ministry. Widely used in Clinical Pastoral Education programs, they are often used by other schools training people for the helping professions such as schools of social work and medical schools. Through the student writing down a conversation or an encounter and reflecting on it, the student and supervisor can gain insight into the dynamics of the situation as well as the internal reference of the student and other person involved.

It is our hope that students will do verbatims at least several times during the experience in the ministry setting and that the verbatims will be discussed in a supervisory session. In order to have the most substantive and meaningful discussion, the verbatim should be typed and given to the supervisor at least a day in advance of the session.

The following is a verbatim format:

1. **Known facts** - The student lists what is known about the person involved. For example, “Mrs. S. is 56 years old, married, with two grown children. She has been a member of the church for the past 22 years and has been active until the last six months. Over the past six months she has seemed increasingly pale and tired, and has been steadily losing weight. I am going to visit her today in the hospital where she has been a patient for the past two days. Her husband told me that she was admitted to what appears to be the “cancer unit.” He is frightened and reports that she is also.”

2. **Preparation** - In this section the student does an internal “check” and monitors her/his feelings about visiting the person in question. For example, “My schedule is very full today because of papers due this week. I am aware it would be very easy for me not to visit Mrs. S. and to appear to have a legitimate reason for not doing so. I am also aware that I am afraid to visit her and that would be the real reason involved were I to decide not to visit her. I am afraid that she has cancer and that she is dying. I realize my fear comes from my care for her and her family as well as from my not wanting to confront death and its attending pain. I know that I have some unresolved grief work to do from the death of my father and I fear that pain will resurface if I get too close to the S. family at this time. At the same time I feel very strongly that they need my support now and have a right to expect to receive it. I will go to see her today and will try to put my own feelings aside and not let them get in the way of my being authentically present to her.”

   Such preparation makes it possible for the student to be more present to the persons being cared for and also reminds them of the need to be regularly in touch with them at a feeling level so that they can care for themselves in appropriate ways instead of using encounters with parishioners to work out their own grief, etc.

3. **Observations** - Here the students lists things observed in the home, hospital room, etc. For example, “There were many cards around the room. The blinds were drawn making the room dark and quiet. Mrs. S. was turned facing the wall although she was not asleep. She did not turn to me when I first called her name. I had to say it a second time before she acknowledged me. She seemed lost in thought. There was a basin by her pillow. I wonder if she has been sick from the treatments she is receiving. Her color was pale. She looked lost in the bed.”

4. **Verbatim Account of Conversation** - The student records the conversation word for word as best
as it can be recalled. It is most helpful to number the interchanges. For example, B1 (Bill - student), Mrs. S1, B2, Mrs. S2 etc. Such numbering makes it easy to refer to specific sections of the verbatim. Students often find that the more they do verbatims, the easier it is to remember entire conversations word for word. It is probably best to immediately record the conversation upon leaving the scene. In the case of an extended conversation, students may wish to record a portion of the whole that gives an example of the kind of interactions and responses characteristic of the entire conversation.

5. **Dynamic Analysis** - In this section the student has re-read the dialogue and is looking for the predominant themes contained therein. For example, “Mrs. S. is afraid of dying but does not seem able to talk about it openly. At ‘Mrs. S5’ she seemed sad about not being able to be with her family next Christmas. Since this is only July, I expect that means she thinks she will die before then. Her sadness was evident at ‘Mrs. S. 9 & 11’ also.”

The student also looks at herself/himself in this section, For example, “I did not pick up on her sadness at #5. Instead I tried to convince her that she would surely be home by then and able to enjoy Christmas with her family. When she talked about God feeling absent to her and sounded afraid to be alone at #14, I moved in quickly to assure her that God is with her and reminded her of the 23rd Psalm. I see through this review of the conversation that I was avoiding her feelings of fear, sadness and anger at being abandoned by God. I tried to talk her out of these negative feelings which only succeeded in causing her to “clam up” and dismiss me as she did at # 15 when she abruptly thanked me for coming.”

This is not an easy section for me to write. It calls for insight and honesty on the part of the student. It is predicated on the notion that the student’s experience can be a learning one if the student will risk the vulnerability that comes with self-examination. In a supportive supervisory relationship, the student can learn to see more easily and clearly what is going on in the dynamics of the interchange. Such learning is crucial to effective ministry.

6. **Theological Analysis** – In this section, the student discusses the theological issues present. After analyzing the dynamics of the conversation, the student translates them into theological terms. For example, “I see now that Mrs. S was in essence raising the question about trusting God. Then she said it seemed that God had abandoned her. She was also wondering whether her life had any meaning to it because she is unable to function as she once did. I see from my avoidance of her feelings that the primary theological issue I am dealing with is fear in the face of death. What, I wonder, does my faith (that I profess shapes my daily living) have to do with my confronting my finitude? Why am I afraid to face Mrs. S’s death openly and to encourage her to do likewise?”

This section is not meant to be an exhaustive list of all theological issues present. Rather the student would cite two or three theological issues or questions and wrestle with the implications of them for the student’s current (in the verbatim) and future interactions with people in ministry.

7. **Goals for the Future** - Based on the above reflection, the student lists what goals are indicated for future growth and development. For example, “I see now that I need to be more intentional and doing more visitation both in homes and in hospitals. I expect that such visitations and reflection on them will help me become more comfortable in facing life’s difficult times. I also need to take a unit of CPE in order to get to know myself better and to help me become
better able to be genuinely present to people when I visit them.”

These goals may be agreed upon by the student and supervisor. Perhaps they will indicate that a change in the Learning/Serving Covenant is needed in order to allow the student to focus a larger block of time on the goals. However they are addressed, it is important for the student to bring the verbatim to a close by asking herself/himself what the next steps in professional development need to be.
SUMMARY ON SUPERVISION

“Pastoral supervision is a method of doing and reflection on ministry in which a supervisor (teacher) and one or more supervisees (learners) covenant together to reflect critically on their ministry as a way of growing in self-awareness, professional competence, theological understanding and Christian commitment.” Pastoral Supervision: Issues in Pastoral Care I by Dr. Kenneth Pohly.

In summarizing this section on supervision, the following highlights of the above definition are to be noted:

1. **Covenantal aspect** - Both supervisee and supervisor covenant to meet regularly to work with each other, to be honest, and risk sharing themselves in both their strengths and their vulnerabilities;
2. **Critical reflection** - Both parties look honestly and critically at their ministry. Although the supervisee is the primary focus, both the student and the supervisor grow in the process.
3. **Ongoing process** - Supervision takes place regularly and with a fair amount of frequency, not only when problems arise. Part of what is so helpful to the student (supervisee) is being able to count on the regularly scheduled supervisory session. Just knowing that session is coming soon can relieve a lot of anxiety experienced by the supervisee.

It is our hope and expectation that the process of supervision will be mutually beneficial to both people involved and that their ministries will be enhanced as well. When the process is effective, the following are some of the gains:

1. An increased capacity to be reflective and to gain insight about oneself personally and professionally.
2. Greater insight into the human condition and greater ability to listen to others and understand them;
3. Appreciation of the supportive nature of the supervisory relationship so that the student will always seek to have support structures in place wherever she/he is in ministry;
4. Greater ability to think theologically about daily life;
5. Greater ability to both reveal and conceal oneself as appropriate;
6. Greater capacity to accept responsibility for oneself without blaming others for one’s circumstances;
7. An increase in personal autonomy and acceptance of one’s own pastoral authority
   Increase in pastoral leadership skills;
   Greater clarity about the nature of ministry in general and one’s place in it;
8. Growth in pastoral identity (or a clearer decision that one is not best suited for a pastoral leadership role);
9. Growth in capacity to be held accountable and more comfort in relating to “authority figures”
10. Greater comfort with inviting and accepting evaluation (both positive and negative feedback.)
THE TEACHING COMMITTEE

The Teaching Committee (TC) exists to provide an arena in which students can explore various meanings of ministry, discuss with others the impact their ministry is having in a particular setting, receive feedback and evaluation of their ministry, and set realistic learning goals. Further, the TC helps interpret the work of the student to the wider congregation thereby lessening the chances of a misunderstanding about the student’s role and work in the setting.

If the setting is a congregational one, the Teaching Committee is made up of five to seven lay people plus the seminarian. If the setting is an agency, the committee should be made up of 5-7 other staff members and perhaps a person who is volunteering at the agency. In either case, the Teaching Committee should be formed at the beginning of the school year. In order for all involved to receive the most benefit from the process, it is important to have people on the committee who are in a position to observe directly the seminarian at work. For example, if she/he is working a great deal with the education program of the church, then at least some of the TC members should be Sunday school teachers. In an agency setting, persons with whom the student regularly interacts would be good to be on the committee.

We recommend that the committee choose a chairperson from among its members. This person will work more closely with the student in setting the agenda for meetings and in interpreting the committee’s ongoing work. The Teaching Committee should be meeting every month from September to May for one to one and a half hours.

How well any committee functions depends on the enthusiasm, honesty and commitment to the task of all of its members. The same is the case with the Teaching Committee. Ideally members are willing to give of themselves by sharing their ideas, dreams, and feelings. They understand ministry as belonging to the whole people of God and not just the ordained clergy and, therefore, see themselves as engaged in ministry in their daily lives. They are willing and able to give the seminarian encouragement and support, and are eager to help the seminarian to grow personally and professionally. They are willing to give feedback and evaluations of both a positive and negative kind and are open to personal growth in the process.

The Teaching Committee has been a part of our program in Supervised Ministerial Practice for several years. We view it as an essential element in the seminarian’s theological education, and also see it as a very exciting way for committee members to engage in reflection about their own ministry and work. We are told, from reports we have received from seminarians, Teaching Committee members, and supervisors, that the members of the committee feel as if they gained almost more than they have given. They have thought about their work and mission in a new way, pondered about the nature of ministry in general and re-examined their own style of ministry in the world. All of this can take place in addition to helping the seminarian grow as a person and as a minister.
We want to do all we can to help you both the seminarian and the Teaching Committee members have a rich and meaningful experience on the committee. The following pages are designed to help you get organized and to facilitate the first and subsequent meetings of the TC.

Please Note: The supervisor should be present at the initial meeting of the Teaching Committee. He/she need not be present at TC meetings again until the evaluation session held late in both the fall and spring semesters.
RESPONSIBILITIES OF THE TEACHING COMMITTEE

There are four primary responsibilities of the Teaching Committee (TC). These are identified on lines A, B, C, and D below. They represent challenges and opportunities in ministry with and to a student. The skills, personal qualities and knowledge necessary to fulfill these responsibilities are listed in 1-20 below.

A. Covenant-Building

1. Knowledge of and commitment to the Church or agency and its mission in the local community and the world.  
2. Openness to the student’s unique gifts for ministry;  
3. Ability to set realistic priorities;  
4. Willingness to negotiate a mutually-agreeable covenant which includes the mission of the congregation or agency and the educational needs of the student;  
5. Capacity to be accountable and to hold others accountable.

B. Feedback

6. Familiarity with the student’s ministry and work through some personal participation in it.  
7. Ability to think in a reflective way rather than preconceived way;  
8. Willingness to “level” (to share honest, constructive opinions);  
9. Openness to learn as well as to teach (to receive as well as give);  
10. Capacity to be patient.

C. Evaluation

11. Insightful about the growth process and open to the student’s growing edges;  
12. Sensitivity to the values and opinions of others and a willingness to listen;  
13. Capacity to deal with sensitive information in a confidential way;  
14. Willingness both to challenge and affirm the student;  
15. Ability to help others arrive at responsible decisions.

D. Support

16. Sensitivity to the student’s human needs, academic responsibilities, and professional goals.  
17. Concern for the student’s family;  
18. Capacity to build and maintain trust relationships;  
19. Willingness to share oneself both personally and spiritually  
20. Ability to enable the ministry of the whole People of God, both clergy and laity.
TEACHING COMMITTEE MEETINGS

The first two meetings of the Teaching Committee (TC) are structured to allow the group members to get to know each other better and to begin to formulate the Learning/Serving Covenant. The first session is devoted to members’ sharing experiences of God in their own lives and in the church. In the second session, members discuss their understanding of the nature of ministry as well as differences and similarities between lay and ordained ministry. In this session the Learning/Serving Covenant is also finalized.

Subsequent sessions involve a close look at a particular facet of the student’s work in the church. We recommend that the committee refer to the LSC and focus on one learning goal and responsibility each meeting.

The following is a suggested format for Teaching Committee meetings:

Initial Meeting

10 min. Opening prayer and devotions. Brief orientation of the TC to its task.¹

45 min. Group discussion and sharing of faith journeys. In what ways have you experienced God’s presence in your life? How do you discern God’s activity in your life and the world around you?

35 min. Initial discussion about what the student brings to the church/agency setting in terms of expertise and skill. What are his/her present learning goals for this ministry experience? In what areas will the student be working?

Close with prayer.

90 min. (Suggested length of meeting)

Second Meeting

5 min. Opening prayer and devotions.

45 min. Discussion of Ministry. What is ministry? How is ministry defined? To whom does ministry belong? What are the differences and similarities between lay and ordained ministry?

30 min. Finalization of the Learning/Serving Covenant. Are the student’s learning goals realistic? Do they need to be modified in any way? Do they parallel the responsibilities the student has been given within the church or agency?

¹ Prayer and opening devotions are suggested in a church context and may or may not be appropriate in an agency setting.
Spend some time checking what the group members expect of the student. Is there general agreement on this?

10 min. Is the committee becoming more comfortable with its task? Does the student feel supported sufficiently? Is the committee making clear to the congregation its role as both an interpreter of the student’s work and a communicator of general evaluation and feedback from the congregation to the student?

Close with prayer.

90 min. (Suggested length of meeting)

The student will subsequently fill out the Learning/Serving Covenant form and share it with both the supervisor and the chairperson of the TC. All three will sign the covenant which then becomes the operating covenant between the student and the church. To signal the Theological School’s involvement in the process, the LSC will be handed in class and signed by a faculty member of the Supervised Ministry program.

Subsequent Meetings

5 min. Opening prayer and devotions

30 min. Select one area of the student’s ministry as listed on the LSC and have a general Discussion of how this facet of ministry impacts the life of the church. For example, if the student is involved in evangelism and visitation, discuss the relative importance of that area for the life of the whole church. How does the group understand evangelism: What should be the goals of an evangelism program? To whom does the responsibility for evangelism in the church belong? What are the student’s responsibilities in this area?

45 min. Next the group gives the student feedback about his/her functioning in this area with as much specificity as possible. The student should also assess his/her learning and growth in this area. It will be most helpful if the group refers to specific acts of ministry in which the student has been involved. (If you are in a church setting, you may find it helpful to refer to the pages taken from the Pastor Parish Relations Committee Workbook included at the end of this booklet.)

10 min. What goals for the student grow out of the above discussions? What, if anything, does the Teaching Church need to do to foster better communication between the student and the congregation? What revisions (if any) need to be made in the LSC?

Close with Prayer

90 min. Suggested length of meeting
THE LEARNING SERVING COVENANT

The Learning Serving Covenant (LSC) is a document that outlines both the student’s learning goals and his/her responsibilities within the church or agency. It also details the supervisory arrangements, the Teaching Committee arrangements and the remuneration for the student’s work.

We have found repeatedly that students and churches or agencies have a better experience together when there is a written agreement as to what the student is doing in the setting. Interpretation of the student’s work to the wider congregation and community, feedback and evaluation for the student from the TC and others, and support for the student are all facilitated when such a written agreement exists.

Written at the beginning of the student’s work at the setting, it becomes the covenant or “contract” that governs the scope of that work. Care should be taken when writing the LSC to see that the learning goals and responsibilities are both realistic and specific enough to be of use in later evaluation sessions about the student’s work. While the document would be viewed in a certain sense as being “fluid”, it should be written with care and understood as binding unless it is revised by the committee in the course of the year. TC members will review a different aspect of the covenant at each meeting. Discussions may lead to subsequent revision of goals and responsibilities. This happens, for example, when the original LSC is overly ambitious and calls for more time in the setting than the student can and is expected to give.

Although the LSC is written by the student, it is discussed and signed by the TC chairperson, the supervisor, the Supervised Ministry faculty person and the student. These signatures indicate that all parties involved understand and agree to the scope of the student’s work in the church. The student is to give three copies of the completed LSC to her/his Supervised Ministry faculty person who will sign all copies. Two copies will be returned to the student—one for the student; one for the student to give to his/her supervising pastor. The third copy will be kept in the Supervised Ministry Office.
LEARNING SERVING COVENANT

The Theological School
Drew University

I. PARTICIPANTS

STUDENT Mary Smith CM 567, Drew University, Madison, NJ 07940

CHURCH/AGENCY Any Agency/Church Main Street, Any town, any state 01234

CHAIRPERSON, TEACHING COMMITTEE John Neighbor
SUPERVISOR John Friend

THEOLOGICAL SCHOOL – OFFICE OF SUPERVISED MINISTRY
102 Seminary Hall
36 Madison Avenue
Madison, NJ 07940

II. THE STUDENT (What the student brings via background and goals for working with the church)

RESOURCES:
1. Some experience as a counselor at summer camp.
2. Administrative and financial experience
3. Prior work
4. Adult Bible study
5. Deep sense of caring-loving people

INTERESTS:
1. Teaching
2. Nutrition-cooking
3. Psychology
4. Birds-animals-nature
5. Small groups, building and involvement
6. Theology
7. Community building

NEEDS:
1. Experience in preaching, worship formation, and leading worship.
2. Exposure to church administrative skills and operation
3. Practical experience of leading a workshop.
4. Need to develop self-esteem in regard to pasturing.

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2 This Learning/Serving Covenant is written from the perspective of a church setting. It is to be adapted for agency settings according to the specific mission of the agency/advocacy setting.
III. THE SETTING: (what the setting offers by way of experience and learning opportunities For the student)

1. Planning and leading worship, including preaching at least quarterly
2. Weekly involvement with Youth ‘Club”
3. Contact with church School, children and teachers
4. Involvement in pastoral care through contact with church members at various times and places such as hospital, church, meetings, etc.)
5. Involvement in the total administration of the church
6. Learning about the larger community needs and how they are served by this church
7. Involvement in developing neighborhood concept.

IV. LEARNING-SERVING AGREEMENT: In describing the working agreement identify the learning goal for each area of responsibility that the student is expected to fulfill. Be as specific as possible. Vague goals are not helpful in that they are nearly impossible to evaluate. We recommend that no more than five goals be included at first. Subsequent goals can be included as the original goals are met. As the year progresses and goals are met or changed you may need to make revisions.

1. LEARNING GOAL: To learn more about establishing a good rapport with youth and to learn more about motivating and working with them, planning organized programs and carrying them out in a parish setting.

RESPONSIBILITY: To plan and carry out a weekly Youth “Club” program; to serve as primary resource person to the youth program; to attend youth functions; to work with youth advisors in helping them understand their role within the group.

2. LEARNING GOAL: To learn to design and coordinate the total worship service including the sermon, and to learn more about preparing and delivering a sermon.

RESPONSIBILITY: Mary will attend and participate in leading worship service each Sunday. Participation will include reading scripture, offering prayer, reading litanies, etc., making announcements and other parts of service. She will formulate the worship service and preach every 610 weeks. The preaching schedule will be arranged by the pastor and Mary.

3. LEARNING GOAL: To stay on her growing and learning edge so that she will become better equipped to be a minister, especially to concentrate on building self-esteem in the role of pastor.
RESPONSIBILITY: Mary will meet regularly with the pastor and with the Teaching Committee and will share her positive and negative feelings and allow them to discuss the situations and to give her feedback.

4. LEARNING GOAL: Evangelize with people on everyday problems. By “evangelize Mary means to witness to the meaning of the gospel in her life and to share that with others.

RESPONSIBILITY: To be a resource to study groups, emergency family hotline, neighborhoods, Adult Bible Study, and other Christian Education programs within the church; to meet regularly with the Commission on Evangelism and serve as a resource person to that group.

5. LEARNING GOAL: To learn about the administrative operations of the church.

RESPONSIBILITY: Attend Administrative Board meetings. Meet with the pastor every two covering certain administrative aspects of the church operation and to pay close attention to the administrative aspects of each of Mary’s responsibilities in the church.

V. SUPERVISORY ARRANGEMENT: (Day, time and expectations) Mary and the supervising pastor will meet every Saturday at 1 p.m. If emergencies arise, special meeting may be requested by the pastor, student, or members of the committee. Mary is expected to share problems as well as positive aspects of her involvement at the church. Pastor and the TC are also to evaluate Mary’s work and share positive as well as negative feedback.

VI. TEACHING COMMITTEE ARRANGEMENT: Day, time of monthly meetings) The Teaching committee will meet every month on the fourth Monday at 7:30 p.m.

VII. TERMS OF EMPLOYMENT:

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Time arrangements (Hours, days, vacations as appropriate.)
12-15 hours per week. Time off at major holiday periods will be negotiated.
Period of contract: September 1 to May 31, (current academic year)

VII. CONFIRMATION: In support of the above, it is further agreed that the Theological School will consult with the church and the student as appropriate especially if this agreement is terminated prior to the agreed upon date. The school will provide evaluation forms.
IX. SIGNATURES

_________________________________________       __________________________
STUDENT                              DATE

_________________________________________       __________________________
CHAIRPERSON, TEACHING COMMITTEE      DATE

_________________________________________       __________________________
SUPERVISOR                          DATE

_________________________________________       __________________________
ADJUNCT FACULTY
SUPERVISED MINISTRY PROGRAM        DATE

Please give three copies of the Learning Serving Covenant to Your Adjunct Faculty Leader. Two copies will be returned to you—one copy for you, one copy for you to give to your supervising pastor. One copy will be kept in the files in the Office of Supervised Ministry.
EVALUATION SESSION

God has created each one of us in such a way that we are unique individuals with unique talents and gifts. Through our baptism we are called to use those talents and gifts in ministry to the world.

The privilege of ministering in Christ’s name brings with it the responsibility of continually striving to be more effective in ministry. Hence, evaluation processes are important parts of any valid ministry. Through the process of evaluation we strengthen the individual being evaluated, and by extension, strengthen the whole Body of Christ.

The process of evaluation involves the following:

1. The student informs his/her supervisor and Teaching Committee about the process in the fall in order for them to be prepared to evaluate the student when the time comes. Since the TC will have been working regularly with the student prior to the evaluation session, the members of the committee will be well informed about the student’s learning goals and responsibilities in the ministry setting.

2. Two weeks prior to the evaluation session (the December meeting of the TC during the Fall of the academic year and the last meeting of the TC in late April or early May) the student will give his/her supervisor and each member of the Teaching Committee a copy of the evaluation form. The form is to be completed and given to the chairperson of the TC. (The student is to evaluate himself/herself as well using the student form.) Persons filling out the form are asked to do so with honesty and specific examples of the student’s behavior. The chairperson is asked to collate all responses to the evaluation form including the student’s. The student should then meet individually with the chairperson to go over the responses prior to the TC evaluation session.

3. The chairperson is responsible for conducting the meeting. During the session he/she will share the composite picture with the group, asking them to be specific about why they said what they did. The student will share with the group his/her own self-evaluation. Open and honest discussion is encouraged.

   The student should share with the group the goals she/he has developed as a result of the feedback received and the objectives or steps he/she will take to help realize them. Feedback may be given on the goals and objectives.

4. The supervisor should give his/her evaluation to the student prior to it being sent to Drew so the student can read and discuss it with the supervisor. The supervisor may share some of his/her evaluation of the student with the TC as appropriate. Understandably, there may be portions of that evaluation that the supervisor and student would only discuss in private.

The second evaluation meeting should be held in late April or early May. This timing allows
student to incorporate feedback from the December session into his/her ministry and gives time before the end of the year to incorporate additional feedback from this session as well. The process for this meeting is identical to the December meeting.

The evaluation session, while often anxiety producing, is usually occasion for growth not only for the individual being evaluated but for the whole group involved. Often others involved look at their own ministry and work as well which is a valuable experience. Hence, the evaluation session itself is an occasion for ministry.

By the time the overall evaluation session takes place, the student should have met enough times with the Teaching Committee that the trust level is fairly well established. The climate of trust can help the student hear both positive and negative feedback non-defensively. Since the student may not remember all that is said due to anxiety about the process, we recommend the student tape record the evaluation session to help in future reflection on feedback offered.

On occasion students or ministry sites find that our evaluation form is difficult for the TC to use. Another form may be substituted with the approval of the Director of Supervised Ministry.

All evaluation forms – one from each member of the teaching committee, one from the Supervisor, and the student’s self-evaluation – are to be returned to the Director of Supervised Ministry in the Dean’s office. The due date for this submission is found in the syllabus of the Seminar in Ministerial Leadership syllabus for each semester.
Fall Evaluation Form for Supervisor and Teaching Committee
(Supervisor and ALL members of the Teaching Committee are to submit individual evaluations)

Student’s Name                      Date

Church/Agency Name

Supervising Minister’s Name

Lay chair for Teaching Committee’s Name

Person submitting evaluation and position

Time Period being Evaluated      Start date      End Date

This evaluation assists the Theological School in aiding and advising the seminary student. It will be used only by the Office of Supervised Ministry and other persons only as the student grants permission. Please be specific and honest in your answers. The evaluations must be submitted for the student to verify work at the placement and to receive a grade for the Supervised Ministry seminar; however, the content of the evaluation is not factored into grades. This evaluation should be shared with the student prior to being returned to the Office of Supervised Ministry.

1. Please give the dates of teaching committee meetings or supervisory sessions and describe the content and effectiveness of the meetings.

2. Briefly evaluate the seminarian’s overall work during the fall semester.

3. What particular strengths are evident in the student’s work?

4. What areas does the student need to work on to be adequately prepared for future ministry?

5. Describe the student’s initiative and engagement with the program and its people.
6. How have the people in your church or agency received the student? What problems surfaced?

7. Please rate the student in the following areas. We expect most students to have a range of strengths and weaknesses. Please assess each area carefully. Checks in the “Exceptional” column should indicate unusual or superior work rather than adequate effort.

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Leads well
Equips others for ministry
Protects confidentiality

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Please add specific examples or comments below:

Preaching/Worship Leadership
Preparation and practice
Comfort in public leadership
Quality of communication

Please add specific examples or comments below:

Submitted by (Digital Signature)

(Evaluations are to be shared with the student who is responsible for printing out hard copies of all evaluations and submitting them to the Office of Supervised Ministry where they will be filed for 3 years.)
DREW UNIVERSITY
Theological School
Office of Supervised Ministry
102 Seminary Hall
Madison, NJ 07940
(973) 408-3418

Fall Evaluation
Self-Evaluation Form for Student

Student’s Name
Date

Church/Agency Name

Supervisor’s Name and Title

Teaching Committee Chair’s Name

Time Period being Evaluated
Start date
End Date

This evaluation assists the Theological School in aiding and advising you. It will be used only by the Office of Supervised Ministry and other persons only as you grant permission. Please be specific and honest in your answers. This evaluation must be submitted for you to receive a grade; however, the content of the evaluation is not factored into your grade. This evaluation should be printed as a hard copy and returned to the Office of Supervised Ministry.

1. Please give the dates of teaching committee meetings and supervisory sessions and describe the content and effectiveness of the meetings.

2. Briefly evaluate your overall work during the fall semester.

3. What particular strengths did you discover in yourself this semester?

4. What areas do you need to work on to be adequately prepared for future ministry?

5. Describe your initiative and efforts to engage with the church/agency and its people?
6. How have the people in your church or agency received you? What, if any problems surfaced?

7. Please rate yourself in the following areas. We expect most students to have a range of strengths and weaknesses. Please assess each area carefully. Checks in the “Exceptional” column should indicate unusual or superior work rather than adequate effort.

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</tbody>
</table>

Please add specific examples or comments below:

<table>
<thead>
<tr>
<th>Engagement in Ministry Setting</th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm for ministry</td>
<td></td>
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<tr>
<td>Meets obligations</td>
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<tr>
<td>Understands Goals and Objectives</td>
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<tr>
<td>Follows proper channels and procedures</td>
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</tbody>
</table>

Please add specific examples or comments below:

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works comfortably with those in authority</td>
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<tr>
<td>Relates well to a wide range of people</td>
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<tr>
<td>Assumes personal responsibility in relationships</td>
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<tr>
<td>Tolerance of divergent views</td>
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</tbody>
</table>

Please add specific examples or comments below:

<table>
<thead>
<tr>
<th>Functioning in Expected Role</th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to social justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evidence of an active faith</td>
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</tbody>
</table>
Exhibits creativity
Leads well
Equips others for ministry
Protects confidentiality

Please add specific examples or comments below:

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Very Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No comment</th>
</tr>
</thead>
</table>

Personal Maturity
Assumes responsibility for actions and views
Submits reports on time
Handles criticism well
Thinks before acting
Self-Confidence
Integrity

Please add specific examples or comments below:

Preaching/Worship Leadership
Preparation and practice
Comfort in public leadership
Quality of communication

Please add specific examples or comments below:

Submitted by (Digital Signature)

(Evaluations are to be submitted in hard copy to the Office of Supervised Ministry by the student where they will be filed for 3 years.)
Spring Evaluation Form for Supervisor and Teaching Committee
(Supervisor and ALL members of the Teaching Committee are to submit separate forms)

Student Name

Date

Church/Agency Name

Supervisor Name

Chair of Teaching Committee

Person submitting evaluation and position

Time period being evaluated

Start Date

End Date

This evaluation assists the Theological School in aiding and advising the seminary student. It will be used only by the Office of Supervised Ministry and other persons only as the student grants permission. Please be specific and honest in your answers. This evaluation must be submitted for the student to verify work at the placement and to receive a grade for the Supervised Ministry Seminar; however, the content of the evaluation is not factored into the grade. This evaluation should be shared with the student prior to being returned to the Office of Supervised Ministry.

Please note this form differs from the one used in the fall and seeks to measure the student’s overall growth as a thinker and religious leader. If there is a question you are unable to answer, please explain. For example, if you cannot answer #4 you might say, “I cannot comment because I have not observed the student under pressure.”

1. How often has the Teaching Committee met? How often has the student met with the mentor/supervisor?

2. How has the student demonstrated the ability to learn on the job?

3. Can the student describe events and issues in theological terms and help others to do so?
4. Has the student shown growth in their identity formation as a religious leader?

5. How does the student react under pressure?

6. Does the student have appropriate boundaries?

7. Does the student demonstrate adequate self-care?

8. What is the student’s response to constructive criticism?

9. How has the student addressed any issues needing improvement noted in the fall evaluation?

10. Is the student’s faith secure enough to withstand the challenges and transitions of ministry?

11. Is the student able to be in collegial, healthy, interdependent relationships?

12. What strengths do you see in the student?

13. In your opinion, is the student in an appropriate field of work? Do you support the student continuing in the pursuit of ministry as a vocational choice?

Submitted by :

(Evaluations are to be shared with the student who is responsible for printing out hard-copies of all evaluations and submitting them to the Office of Supervised Ministry where they will be filed for 3 years.)
DREW UNIVERSITY
The Theological School
Office of Supervised Ministry
102 Seminary Hall
36 Madison Avenue
Madison, NJ 07940
973-408-3418

Spring Evaluation
Self-Evaluation Form for Student

Student Name
Date

Church/Agency Name

Supervisor Name

Chair of Teaching Committee

Person submitting evaluation and position

Time period being evaluated Start Date End Date

This evaluation assists the Theological School in aiding and advising you. It will be used only by the Office of Supervised Ministry and other persons only as you grant permission. Please be specific and honest in your answers. This evaluation must be submitted for you to verify work at the placement and to receive a grade for the Supervised Ministry Seminar; however, the content of the evaluation is not factored into your grade. This evaluation should be printed as a hard copy and submitted to the Office of Supervised Ministry.

1. How often has the Teaching Committee met? How often have you met with your mentor/supervisor?

2. What did you expect to learn in your supervised ministry placement?

3. What have you learned in your supervised ministry placement?

4. What did you learn about yourself as a church leader?
5. Did your supervised ministry placement confirm your choice of vocation or cause you to question it? Explain.

6. In what area(s) do you think you need more education or experience to function effectively as a religious leader and what are your specific plans to address these needs?

7. What single experience in your supervised ministry placement taught you the most this year? Explain.

8. What have you learned about yourself and working with laity?

9. How were the meetings with your supervisor and with the teaching committee helpful to you? If not, why not?

10. How did you supervisor, teaching committee and congregation or agency support you in your supervised ministry placement?

11. Is there anything you wished you knew before accepting this placement?

We are continually striving to improve our program of field education. Do you have any suggestions for strengthening the program?
FEEDBACK CRITERIA FOR THE FUNCTIONS OF PASTORAL MINISTRY*

There criteria are designed to be used selectively in connection with the Learning/Serving Covenant when the student is serving in a congregational setting. If the covenant provides for a function not included here, the TC can develop its own criteria in cooperation with the student and supervisor. The purpose is to give accurate feedback on those responsibilities to which the TC and seminarian have agreed in the covenant.

A. Worship leading
   1. Plans the service as an integral unit.
   2. Uses appropriate music
   3. Conducts worship with confidence and dignity.
   4. Open to experimentation.
   5. Uses variety in resources, both traditional and contemporary.
   7. Is uplifting and motivating.
   8. Sensitive to human needs within the congregation and community.

B. Preaching ministry
   1. Thorough preparation.
   2. Uses sound Biblical content and sound theological content.
   3. Relevant to personal needs of the congregation.
   4. Relevant to the social issues of the community and the time.
   5. Uplifting and has a spiritual dimension.
   7. Effectively delivered.
   8. Sermons move toward a goal.

C. Counseling
   1. Skilled in premarital counseling.
   2. Skilled in marital and family counseling.
   3. Skilled in hospital and illness calling and counseling.
   4. Skilled in bereavement and terminal illness counseling.
   5. Skilled in listening sensitively.
   6. Skilled in helping people grow in their relationship to God in times of stress and crisis.
   7. Knowledgeable of referral services and willing to make referrals.
   8. Open and nonjudgmental in the counseling encounter.

D. Pastoral care and visitation ministries
   1. Responds immediately to need.
   2. Calls on the sick, shut-in, and those with special problems.
   3. Offers comfort and healing.
   4. Listens skillfully.
   5. Communicates supportive love.
   6. Follows up after initial contact.
   7. Makes God’s presence real.
   8. Involves the laity in caring ministries.
E. **Management ministries**
1. Skilled in enabling a group to establish goals.
2. Listens well and facilitates the expression of others.
3. Involves others in decision making.
4. Adds a spiritual dimension to the group’s life.
5. Assists the group to do theological reflections.
6. Raises the justice and human rights issues.
7. Knows the external conditions facing the church.
8. Skilled in enabling a group to develop plans and evaluate performance.
9. Skilled in conflict utilization and decision making.
10. Imaginative in solving problems.
11. Skilled in volunteer personnel management at the points of recruiting, training, and supporting.

F. **Administrative ministries**
1. Attends to details.
2. Provides clear organized agendas.
3. Uses time of self and others effectively.
4. Effectively delegates work and responsibilities to others.
5. Provides clear directions for others.
6. Keeps adequate and neat records.
7. Punctual and attentive to appointments.
8. Effective in managing the internal communication network within the congregation.
9. Effective in external communication beyond the local church, i.e. letter writing, public speaking, and newsletter.

G. **Christian education ministries**
1. Supportive of teachers and church school officers.
2. Effective in training and supervising leaders.
3. Knows and supports denomination teaching resources.
4. Effective in promoting the program and growth of the church school.
5. Open to experimentation and innovation.
6. Effective in goal setting for educational ministries.

H. **Teaching Ministries**
2. Able to diagnose needs and set goals for learning.
3. Skill in planning educational events.
4. Able to present Christian concepts to children.
5. Able to present Christian concepts to youth in understandable form.
6. Able to present Christian concepts to adults.
7. Able to use a variety of methods for learning.
8. Skilled in leadership training.

I. **Working with groups**
1. Initiates the formation of small groups.
2. Listens well and facilitates the expression of others.
3. Is accepting of others.
5. Involves others in decision making.
6. Allows for differences.
7. Adds a spiritual dimension to the group’s life.
8. Assists the group to do theological reflection.

J. Evangelizing
1. Skilled in one-to-one witnessing to the Christian faith.
2. Skilled in equipping the laity to witness to their faith.
3. Effective in visiting new residents.
4. Effective in preaching for commitment.
5. Skilled in leading confirmation classes for youth.
6. Skilled in leading confirmation experiences for adults.
7. Knowledgeable concerning resources for evangelism.
8. Has a theology for evangelism and methods appropriate to it.

K. Community ministries
1. Skilled in understanding and diagnosing community needs.
2. Aware of and skilled in relating to community organizations.
3. Skilled in formulating and participating in strategies to meet community needs.
4. Has a theological foundation for involvement in community ministries and in dealing with pluralism.
5. Has skills in persuasion, conflict utilization, and intervention and change when dealing with community organizations and issues.
6. Sensitive to the poor, the suffering, and the disadvantaged.
7. Willing to accept community responsibilities.
8. Skilled in interpreting Christian social principles.
10. Skilled in relating the gospel and social justice.

L. Ecumenical ministries
1. Knowledgeable of the faith and practices of other denominations, particularly those who are adjacent to the particular local church.
2. Sensitive and supportive of the integrity and work of other denominations.
3. Skilled in communicating objectively and effectively the attitude and positions taken by other denominations.
4. Has an adequate theology of pluralism and ecumenism.
5. Willing and effective in participating in ecumenical programs.

M. Denominational ministries
1. Knowledgeable about the church’s programs.
2. Persuasive in promoting the church’s programs.
3. Able to interpret and adapt the denomination’s program and resources to the particular local church.
4. Effective in interpreting the mission program and opportunity of the denomination.
5. Adapted from Pastor Parish Relations Committee Workbook (UMC)
FEEDBACK CRITERIA FOR THE CHARACTERISTICS AND QUALITIES FOR EFFECTIVE MINISTRY

Ministry is made effective not only by knowledge and skills, but by the personhood of the minister. The following are suggested as criteria by which the TC can give specific feedback to the seminarian on the impact of personal dynamics on her/his ministry. In this sense, it is applicable whether the student is in a congregational or agency setting.

A. **Self-awareness**
   1. Is self-evaluative.
   2. Receives criticism.
   3. Receives affirmation.
   4. Demonstrates being a secure person.
   5. Has come to terms with the “ministerial image”
   6. Knows own strengths and limitations.

B. **Open to persons**
   1. Reaches out to persons in and outside the church regardless of race, origin, social status.
   2. Responds with warmth and concern.
   3. Shares self openly with others.
   4. Responds sensitively to the feelings of others.
   5. Listens with patience and understanding.
   6. Respects persons holding different opinions.
   7. Enjoys people.

C. **Self-control**
   1. Personal behavior is consistent with professed beliefs.
   2. Demonstrates flexibility in responding to differing situations.
   3. Handles conflict constructively.
   4. Is at ease in social gatherings.
   5. Shares self openly with others.

D. **Openness to growth**
   1. Seeks feedback.
   2. Is continuing to develop a clear theological and Biblical understanding.
   3. Admits lack of knowledge/skill.
   4. Learns from experience.
   5. Plans intentionally for professional growth.

E. **Loyal to the call to ministry, the mission of the church and denomination**
   1. Is committed to the work of God.
   2. Is enthusiastic about being a minister.
   3. Is committed to the mission of the church.
   4. Supports the program and procedures of the denomination.
F. Organized and intentional
   1. Is punctual
   2. Fulfills responsibilities.
   3. Is a planner/organizer.
   4. Is decisive.
   5. Encourages groups to do their own planning and decision making.

G. Personal faith development
   1. Strives to grow in a personal understanding and relationship with God.
   2. Reflects theologically on the church’s ministry, mission, and program.
   3. Communicates a lively sense of the presence of God.

H. Sensitive to human needs
   1. Is compassionate and caring.
   2. Is aware of persons in need.
   3. Is concerned about justice issues.
   5. Is concerned about sexism issues.
   6. Is concerned about racism issues.

I. Trust in the community
   1. Has integrity.
   2. Keeps financial commitments.
   3. Is trusted in the larger community.
   4. Regards pastoral conversation as a trust.
   5. Recognizes the contribution of others.
   6. Is known in the community.

J. Integration of professional and personal life
   1. Builds time into schedule for spouse and family.
   2. Gives attention to personal health.
   3. Values and uses leisure.
   4. Provides time away from the job.
   5. Is balanced in time usage between professional and personal.

*Taken from the Staff Parish Relations Committee Workbook (UMC)