

INTERNSHIP MANUAL

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FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIP

WHAT IS THE INTERNSHIP PROGRAM?

The ELCIC considers internship a prerequisite for ordination to pastoral ministry and consecration to diaconal ministry. It is also a required part of the Master of Divinity and Bachelor of Theology degrees offered by the Lutheran Theological Seminary in Saskatoon. Interns serve in a congregation and/or agency of this church or a partner church in the Lutheran World Federation, and increasingly in shared interdenominational ministries in which one partner is Lutheran. The intern is supervised by an on-site supervisor, a Lay Internship Committee and the seminary, under the oversight of the seminary's Director of Contextual Education. Over the years many dedicated sites and supervisors have helped to make internship an excellent experience in formation for ministry.

The program provides for extended and thorough involvement in the regular ministry of a congregation or agency over an extended period of full-time or half-time service. It enables the student to develop the attitudes and skills needed for professional ministry. Except for solemnizing marriages and administering the sacraments, the intern becomes involved in all aspects of leadership in the internship site. No intern may administer the sacraments without license from the bishop of that synod and that license is not normally requested.

Interns and supervisors participate in training events and "cluster" meetings with geographically-grouped intern-supervisor teams and normally receive an on-site visit from the seminary. These are opportunities to share concerns and experiences which increase mutual understanding and cooperation.

WHAT IS AN INTERN?

Interns are candidates for a Bachelor of Theology, a Master of Divinity degree, a diaconal certificate or Master of Theology degree.

Interns of course vary a great deal. They may be male or female, married or single, parent or not, 23 to 45 or older and of various ethnic backgrounds. They may have worked extensively in other careers. Undergraduate course work is as likely to have included nuclear technology as easily as philosophy or religion.

Internship is taken in the middle of pastoral and diaconal programs. Before beginning internship students complete a set of courses appropriate to their programs that normally includes study in Lutheran theology, biblical studies, church history, worship, preaching and pastoral care. They will also have completed one quarter (normally during a summer break) of Clinical Pastoral Education. CPE allows students to function in a hospital or care facility as full-time chaplains while they learn more about themselves and their ability to give and receive pastoral care. If the internship is taken on a half-time basis CPE may be taken during the early part of the internship.

Following their internship, the students will normally return to the seminary for at least one semester. This return to the campus gives them the opportunity to evaluate their strengths and weaknesses as perceived during internship, to take additional course work to bring those qualities into balance, to integrate their practical and theoretical learning and to prepare for their first call.

Once the seminary faculty has made its final match of interns and supervisors (usually in late March of the year in which internship begins), sites will receive detailed information from the seminary about the intern assigned to their congregation.

HOW LONG IS INTERNSHIP AND WHEN DOES IT BEGIN?

Internships are a minimum of nine to twelve months of full-time ministry (or eighteen to twenty-four months half-time in the Saskatoon area). The seminary prefers the longer twelve full-time months, but the actual length is determined by the internship site. The preferred time for internships to begin is between Aug 1 and Oct 1. This allows interns to orient to the site before fall programming begins, to complete the full Christmas-Easter cycle if in a parish, and to have some time at the end during the summer when they can fill in for the supervisor's holidays and feel more of the weight of leadership responsibility (usually only possible with 12 month internships).

WHY DO CONGREGATIONS HAVE INTERNS?

Congregations decide to have interns for a number of good reasons:

1. Because developing strong evangelical leadership may be the single most important element in God's shaping of our church for the future. Internship sites have a significant opportunity to influence the spirit, commitments, community outreach and theological directions of our church when they train one of its pastors or diaconal ministers. They may even be training one of their own future leaders.
2. Because the supervision of an intern is a growth experience for your pastor or diaconal minister. Professional ministry can be a lonely calling sometimes. Having an intern gives the supervisor a chance to share their ministry with a trainee/colleague in a close, vital way. It helps him or her to re-evaluate approaches and priorities, to sharpen their own skills and develop abilities in team ministry. Many under-staffed congregations or agencies which anticipate that they may someday expand their staff begin with an intern. They find that the intern is a low-risk way to begin sorting through issues of leadership style, division of labor, team relationships, etc. Being a supervisor also helps to sharpen the supervisor's theological skills as he or she reflects on the meaning of ministry in the light of the Bible and our Lutheran tradition.
3. Because it energizes a congregation or agency's life. This happens in two ways. First of all, interns are in a learning mode. So they bring a spirit of experimentation and creativity to the places they serve. They come fresh

from seminary with new ideas (some workable and some not but all worth hearing!). They also come with some specialized tools for community outreach and congregational visioning. Congregations or agencies may desire to undertake an expansion of their ministry in a particular area. The additional leadership an intern provides may help to get it off the ground. In addition, in order to help the intern learn the congregation or agency's culture, history and values it will have to articulate these to the intern. This helps the intern to preach and minister in a context-specific way. But it is also an important experience of self-discovery for the lay committee particularly and the site as a whole. It helps the site to become more aware of itself--of its strengths, obstacles to growth, its fears and hopes.

4. Because our church's leaders don't grow on trees. The pastors and diaconal ministers now serving so ably were given loving, effective training in ordinary congregations and agencies across our church. They gave sacrificially of time and money to ensure that the church would continue to have pastors who gather its people around Word and Sacrament and diaconal ministers who lead them out into the world to serve.
5. Because, although the costs for an intern (in terms of money and supervisory time) are significant, interns are a great "deal." They provide much more to the site than they cost. For one thing, their stipends are low because this is a year of education for them. For another, these interns are not green. All of them have significant experience through their own involvement in pre-seminary parish leadership, in practical, hands-on training at seminary and through supervised "contextual education" in Saskatoon area parishes. Some are mature middle-aged men and women. They help to extend the site's ministry in very significant ways. Depending on the student they may provide over the year as much as half to two-thirds of the work equivalent of a fully-trained professional minister.
6. Because the Holy Spirit guides congregations and agencies into this vital ministry.

WHAT DOES AN INTERN COST?

The congregation/agency will assure the intern the following:

- A monthly undesignated stipend/salary of \$1000.
- Housing and utilities-to be provided or an allowance given adequate to meet local costs (not less than \$500 per month).*Note: For interns the salary/stipend and housing and utilities benefit are taxable according to Revenue Canada*
- Local car expenses - to be paid at the km. rate of the Synod in which the internship is taking place.

In addition:

Each congregation/agency is expected to pay an annual amount into a travel equalization pool, payable to the Lutheran Theological Seminary. This may change from time to time. This helps to cover costs related to travel and other expenses related to cluster meetings, on-site visits and the annual retreat.

Any costs related to the intern attending such meetings as Conference or synodical conventions, professional leaders' conferences, etc. should be paid by the congregation/agency. Costs related to on-site visits or the intern/supervisor's attendance at cluster meetings, workshops and training events required by the Director of Contextual Education are covered by the travel equalization, national church funds and seminary funds..

If the housing that is provided is unfurnished, the congregation/agency must a) provide adequate furnishings as agreed with the intern in advance, or b) provide for moving costs of needed furniture from and back to Saskatoon. The amount of furniture needed and amount of financial cost to the congregation/agency must be agreed to by both the intern and congregation/agency officials soon after a match is made. The agreement should appear on the "Contractual Agreement for Internship" which is signed prior to the intern's move.

For a 12-month internship, three weeks of paid vacation should be provided (two weeks for a 9-month internship).

It is expected that an intern work a five day week with one day for rest and personal/family needs and one day for study and personal growth. Adequate time should be allowed in the five working days for reading related to sermon preparation, planning for their work, etc. Both intern and congregation/agency need to view this, not as law, but as a healthy working relationship, one in which variations are possible as needs arise.

Note: Each *intern* is expected to pay a tuition fee for the internship year (this changes from time to time). Some congregations help their intern out with this fee but it is not required or expected that they do so.

WHAT DOES AN INTERNSHIP ACCOMPLISH?

Internship offers students an opportunity to:

- engage in intensive ministry under the supervision of a pastor who is well-matched to help them grow in needed areas.
- assess one's sense of call and gain a deeper identification with the pastoral/diaconal office.
- integrate their seminary learnings with field experience.
- learn how to do ministry in a team.
- feel more of the full "weight" of ministry and its effects on themselves and their families.

Internship offers supervisors an opportunity to

- mentor a student, passing on their experience and insight.
- share the workload with a student pastor. (The gains in this regard tend to occur in the latter half of the internship.)
- articulate and re-evaluate their approaches to ministry and their priorities. explore his or her ministry.
- explore the experience of team ministry.

Internship offers congregations an opportunity to

- articulate and understand their culture and history as they share it with an intern.
- experiment with new forms of ministry that the intern may initiate under the congregation's direction.
- become more aware of its own strengths and needs for growth.
- participate in the development of its future leaders.

Internship offers the seminary an opportunity to

- see their students "in action" and give them concrete experience to reflect on theologically and pastorally.
- assess students' readiness to move into the realities of pastoral/diaconal ministry
- identify areas in which the student will want to focus in their final year of studies as they prepare for colloquy.

WHAT DOES SUPERVISION OF AN INTERN INVOLVE?

Supervisors are required to attend a team-building and supervisor training workshop with their interns at the seminary prior to internship.

The responsibility of a supervisor is to share *every aspect* of the ministry with the student and to offer regular reflection and feedback. The key to a successful internship is not simply broad experience, but experience *modeled and observed by the supervisor and critically reflected on with the student.*

Weekly meetings for formal evaluation are as essential to internship as class sessions are important to the rest of the curriculum. These sessions are an educational discipline aimed at developing the intern's ability to make sense of his or her ministry on several levels: sociologically ("What are the social dynamics involved?"), theologically ("What does it mean in the light of our faith and Christian tradition?") and professionally ("What is the wisest and most effective ministry in this situation?").

The supervisory relationship is not intended for pastoral counseling or therapy. There may be indications that the intern or supervisor needs counseling or therapy. Such needs should be identified and appropriate help found outside the supervisory relationship. If the supervisory relationship itself is conflicted the intern or supervisor (or both) should contact the Director of Contextual Education who will help to arrange a process for resolving the conflict and strengthening (or if ultimately intractable, ending) the relationship. Most difficulties in this relationship are resolved quite easily if they are brought to the Director's attention early in the internship year.

The supervisory process shall be carried out at three levels. The first is through mutual observation of each others' ministry. This occurs to a greater extent in the first few months of the internship, less as the internship progresses. The second is through weekly supervisor/intern meetings in which learnings are probed, reflected on. It is suggested that the student come to these sessions with some journal notes on significant events/observations. It may be helpful for the supervisor to take notes on the meeting for referral and reference in later sessions. The third is through

participation (as requested by the Director of Contextual Education) in the supervisor/ intern cluster meetings and retreats.

Interns will normally take more time than they supply to the supervisor during the first three months of the internship. During this time a good deal of "shadowing" of each other occurs. In the latter two-thirds of the internship the intern becomes increasingly able to work autonomously and gives back much more time than they take.

WHAT IS THE ROLE OF THE LAY COMMITTEE?

In addition to the supervisor, each site will supply an internship lay committee of six to eight members who meet at least once for every month of full-time equivalent internship. Their task is to: 1) help the intern to interpret the site's life, ministry and culture; 2) provide reports of how the intern's ministry has impacted themselves and other members of the congregation. They do this through survey, interviews and personal reporting. This is something that the supervisor can't do. Only lay people themselves can tell the intern what effect his or her ministry is having on the laity. They do this in their monthly meetings with the intern and also provide a mid-year and final report to the seminary (forms are in this manual).

The lay committee is co-chaired by the intern and a lay chair (sometimes rotating) who together plan the agenda for each monthly meetings. There is a manual that the lay committee follows to help it cover all the bases.

One cannot minister in a vacuum. Truly effective parish ministry involves the ideas, energies and leadership skills of both the lay people and the ordained people. That is why a lay committee is so important to the education and experience of an intern.

HOW IS APPLICATION FOR INTERNSHIP MADE?

Students who wish to go on internship must ensure that they have done three things:

1. They must apply to their CTEL committee for endorsement for internship by the fall (1 year *before*) they begin internship, or at latest by the January before they begin. This endorsement is not automatic and internship cannot proceed without it.
2. They must ensure that they will have completed CPE and all academic requirements for internship before they begin internship. Half-time internships may allow for some exceptions. Check current academic manuals for required courses.
3. They must complete an internship application form (found in this manual) by January 1 of the year in which they want to begin internship.

Sites which wish to apply for an intern should contact the Director of Contextual Education in the fall preceding the year in which they would like internship to begin. The Director will discuss the educational nature of an internship, the time required to give sound guidance to the intern and the financial and other resources required (and ELCIC subsidies that are available). If both the site and the Director are interested in

going further the Director of Contextual Education will forward a Site Application form (contained in this manual) and further information. Applications should be submitted as soon as the site's council or governing body has indicated a willingness to proceed. The decision to have an intern should be ratified at the site's annual meeting (usually in February) and reported immediately to the Director.

ARE WE GUARANTEED A SITE/INTERN?

There is no guarantee that every site who applies to have an intern will get one, or that every intern who applies to go on internship will receive a site. It is essential that the sites suit the intern's learning needs and that interns suit the staffing needs of the site. Sometimes there are more sites than interns, or vice versa, or the interns or sites available are not a good match. Normally it is difficult to find enough sites and supervisors, so new applications are always welcomed by the Director of Contextual Education.

DO WE HAVE A SAY IN THE SITE/INTERN THAT WE GET?

The matching of interns and supervisors is made by the seminary faculty upon the recommendation of the Director of Contextual Education and Contextual Education Committee. However the Director of Contextual Education will be glad to discuss particular sites with the interns and particular interns with the sites. Their preferences are an important component of the decision-making process. *Sites and interns should always work through the Director of Contextual Education and not try to make arrangements on their own.*

WHERE MIGHT I BE PLACED?

LTS students are normally placed in sites distributed throughout the four western synods. Some of these sites may include a non-Lutheran component (eg. a shared Anglican-Lutheran ministry). Some years an additional site is developed outside of Canada. The two ELCIC seminaries cooperate with each other in arranging for placements. Waterloo Lutheran Seminary has jurisdiction over sites located in the Eastern Synod and Lutheran Theological Seminary in Saskatoon has jurisdiction over those in the four western synods. If one of the seminaries ends up with more sites than they need they often donate one of their sites to the other seminary (with that site's permission of course).

WHAT STANDARDS DOES AN INTERNSHIP SITE HAVE TO MEET?

The sites that are accepted are chosen by the Director of Contextual Education after consultation with the Bishop and others in the synod as to which sites and supervisors would provide excellent learning experiences.

Since pastoral modeling and direct observation of the student's work are essential to internship learning, *interns will not be placed in congregations or agencies that do not have a reasonable amount of on-site supervision.* Should a vacancy occur during the internship, if at least half of the internship has taken place then the interim pastor may serve as supervisor for the duration of the agreement if the seminary, CTEL and congregation or agency agree. If half of the internship has not been

completed the seminary will make a decision in consultation with the bishop, CTCL, student and site.

The site must be committed to contributing to the education needs of the student rather than just meeting the program or labor needs of the site.

The site must provide exposure to all areas of ministry (e.g. worship, learning, witness, service and support) allowing for a more intense concentration in two or three areas of ministry. The areas of ministry focus are negotiated with the student to meet both the students' learning needs and the needs of the site.

The site must be willing to support the supervisor's participation in internship programming (i.e. in clusters, mid-winter retreat, weekly supervisory sessions, evaluations, on-site visit, etc.).

The site must provide and train a lay internship committee to work with the student in the context (see guidelines for a lay internship committee in this manual).

WHAT ROLE DOES MY FAMILY HAVE IN THIS?

We encourage intern's families to talk directly with the Director about the impact that internship may have on them. Family members are invited to attend the fall orientation to internship and to offer their own concerns about the kind of housing, location, employment or educational opportunities they would prefer in the site. Not all families go with the interns to their site, but either way the seminary will try to make the experience as healthy as possible for all concerned.

WHAT HAPPENS AFTER THE MATCH IS MADE?

Once the faculty has made final placements (usually mid to late March) the supervisors and students are notified of the faculty decision.

All supervisors and interns attend a spring team-building workshop in which initial work will be completed on a Learning Covenant for the team, and issues in supervision will be discussed.

Immediately afterward, supervisors and sites prepare the Contractual Agreement for Internship (see form in this manual) and sign and submit it to the Director of Contextual Education who will review and approve it. This constitutes a contract between the intern and the congregation/agency. The contract should be submitted by late April or early May.

Supervisors begin recruiting a Lay Internship Committee which will begin to prepare for the intern's arrival. The Director of Contextual Education will help to orient this committee to its work (usually through a conference call) once it is in place.

Within three weeks of the start of the internship, the Learning Covenant will be completed, signed, and a copy submitted to the Director of Contextual Education.

Congregations/agencies are encouraged (not required) to fund a visit by the student to the internship site before the beginning of the internship.

WHAT HAPPENS IF THERE IS CONFLICT BETWEEN THE INTERN AND SITE?

Normally the Director of Contextual Education assists the team in working out their issues. In rare cases internships may be terminated. The policies and procedures regarding the termination of an internship are included in this manual.

WHO DECIDES WHETHER THE INTERN HAS "PASSED" THEIR INTERNSHIP?

Based on information from the on-site visit, the post-internship debriefing of the intern, and reports from the intern, supervisor and lay committee, the seminary faculty will assign a grade for internship. This will appear on the student's transcript.

The grade will be Pass, Pass with Reservations or Fail. A grade of Pass says that the intern has demonstrated competence in ministry and has met the basic requirements for the internship portion of the M.Div or BTh degree.

A grade of Pass with Reservations implies that while the intern has met the basic requirements for internship there are deficiencies in the student's personal or professional life that could be seriously detrimental to future ministry. These must be addressed to the faculty's satisfaction before faculty will recommend the student for colloquy. In this case the reservations will be shared in writing with the student and their CTEL. Together the CTEL, seminary and student will develop a plan for addressing the concerns. These may include (but are not limited to) pursuing training in specific areas or taking additional field education. The final decision to endorse for colloquy belongs to the student's CTEL.

A Fail grade indicates the student has not functioned up to basic standards in the internship. This grade requires conversation between the student's CTEL, the seminary and the student to decide on an appropriate course of action. The internship will have to be repeated at another site or else a decision made to suspend, at least temporarily, the student's move toward pastoral or diaconal ministry in the ELCIC.

WHAT IF I'M A STUDENT COMING FROM A NON-LUTHERAN SEMINARY?

Students who have an M.Div from a non-Lutheran seminary and are seeking colloquy to enter pastoral ministry in the ELCIC will ordinarily be required by their CTEL to do a year of Lutheran formation academic studies at an ELCIC seminary and to do an internship in the ELCIC.

CAN I TAKE A COURSE DURING INTERNSHIP?

Formal academic course study for credit toward graduation requirements is not normally permitted during full-time internships. A student may petition the faculty, with permission of the internship supervisor, to take one course per semester if that seems necessary for graduation and the student's average is at least 75%. If the student is taking a half-time internship he or she may take 2 courses per semester *or* an extended CPE unit concurrent with their internship.

Lutheran Theological Seminary, Saskatoon POLICY FOR TERMINATION OF AN INTERNSHIP

Prior to Termination

Before requesting termination of an internship all appropriate measures should be taken to resolve the problem. In each case the Director of Contextual Education should be informed of the problem and the steps that are being taken. (All parties have direct access to the Director.) The steps taken may include:

1. Bringing in an outside counselor to work with the intern and any others involved in the problem.
2. Submitting in writing a clear list of grievances and requested changes to those about whom one has a concern.
3. Requiring personal therapy.
4. Placing the intern on probation for a specified time with certain expectations stated explicitly.
5. Requiring remedial training, increase in the amount or kind of supervision, and/or change in supervisor (if feasible without leaving the site).

Reasons for Termination

The following may be reasons for termination when the above processes are unsuccessful in addressing them:

1. There is persistent inability or unwillingness to acquire the skills and manner necessary for effective pastoral or diaconal ministry.
2. Failure to participate in the internship program. That is, regular supervisory or lay committee meetings are not held; supervisor training, cluster or retreat gatherings are not attended (and without permission).
3. Non-compliance with the terms of the internship contract, for example, failure to pay an intern the agreed salary or to provide housing.
4. Unrealistic expectations of the intern, site, or supervisor.
5. Breakdown in communication between intern and supervisor.
6. Sexual or other ethical boundaries are being crossed by supervisor, intern or site member. See the LTS Discrimination and Harassment Prevention Policy for definitions.
7. There is discrimination being practiced by or against the intern. See the LTS Discrimination and Harassment Prevention Policy for definitions.

8. The intern is a victim of, or engages in, physical, verbal, emotional or spiritual abuse.
9. The intern or supervisor are indicted for a criminal offense or other serious breach of civil law.
10. The intern or supervisor deny each other access to observation or evaluation of significant parts of their ministry.
11. Non-professional expectations are being forced on one of the participants—as when a student is expected to be the supervisor’s best friend or to make excuses for the supervisor’s poor behaviour, or vice versa.
12. Only one person is working at the relationship, taking initiative, setting the agenda. There is a lack of commitment to the relationship or an unhealthy dependency.
13. Trust breaks down. One of the parties in the relationship may feel manipulated. Or one party engages in behaviour designed to deceive or mislead. One party may form an alliance against another party.
14. Plagiarism, academic fraud—lying about the sources of one’s preaching/teaching material.
15. Personal issues interfere significantly with the ability to continue a fruitful professional relationship. These may include mental or physical illness, addiction and family distress.

Termination Process

If efforts to resolve such matters (as listed above) have not been successful, the intern, the supervisor, the internship site, the Bishop, CTEL or the Director of Contextual Education may initiate the process for termination, as follows:

1. A request for termination of the internship is filed with the Director of Contextual Education.
2. If the Director of Contextual Education determines that the intern is at serious risk from the site/supervisor or the supervisor and church council feel that the intern is a serious risk to the site/supervisor the Director will suspend the internship immediately.
3. With or without a suspension, the Director will appoint an investigator. The group of those from whom an investigator might be chosen would include the Director, the Conference Dean or Bishop, a CTEL member or a faculty member.
4. At the same time, the intern will identify an advocate from outside the congregation who should be present at all formal interviews.
5. The investigator will take careful notes based on observations and interviews and present a summary to the intern, Director, supervisor and lay committee chair. Each of these will have an opportunity to respond to the summary.
6. The investigator’s final report will be given to the Director and the faculty without recommendation. The faculty will review the report and rule on it. They may decide that the internship is to be terminated with or without prejudice to the intern.

7. If termination is advised, the internship shall conclude immediately. CTEL shall be informed and appropriate care shall be provided for all parties.
8. If the internship is terminated without prejudice, arrangements shall be made for another internship or the completion of their remaining months in contextual education that is concurrent with their academic work.
9. If the internship is terminated with prejudice CTEL and the faculty will have to determine whether the student may continue in their program. If the student is allowed to continue the faculty and CTEL may require that the student obtain counseling, remedial skill-training, another internship, or other remedies.

Appeal Process

Appeal to termination may be made by the intern or the site. It should be addressed to the president of LTS. An appeal may be made only on the following grounds:

1. Evidence that the process for termination described above was not followed and was prejudicial to the one filing the appeal.
2. New and significant evidence has come to light that the faculty did not consider in making the decision to terminate.

The president will decide whether or not the appeal is based on these grounds. If so, the appeal will be taken to the faculty who will make the final decision.

Appeal to the actual termination can only be effective if made immediately following the faculty's decision, while the intern is still resident at the site.

Appeal to the question of prejudice may be made up to six months following the date of the faculty decision to terminate.

INTERNSHIP AND THE LAY COMMITTEE

The community-building mission of God in the world is mostly done by lay people. You carry out that mission in your homes, schools, churches and workplaces, and in all of your relationships. The job of diaconal ministers and pastors is to equip the people of God for their mission.

To equip effectively, interns (equippers-in-training) need to know who you are, whether or not (and how) their work is helpful to you, and what makes your church or organization tick. That is why a lay committee is so important to the education and experience of an intern. Supervisors can't do that. Only you can.

You are being asked to be a part of that lay committee. It may be different than other committees you've worked on. Your task here is "formation"—helping to form an intern into the kind of person who can serve with love and wisdom in pastoral/diaconal ministry. Your job will be to support, interpret, challenge, teach and learn from your intern. Together you will explore how to carry out God's mission in your community effectively. Your feedback will help the intern understand how he or she impacts people of all different kinds.

You will also be responsible for interpreting internship to your congregation or agency. To understand more about internship please read the opening pages of the LTS Internship Manual.

HOW IS THE LAY INTERNSHIP COMMITTEE RELATED TO THE SUPERVISOR?

It will normally be the supervisor's responsibility to recruit the lay committee in the spring, once the placement has been finalized and to help the committee identify the work it needs to do before the intern arrives.

From that point on the supervisor will keep regular contact with the lay committee chair so that the supervisor has a broad awareness of the intern's needs. The supervisor will make sure that the committee is functioning well, meeting monthly and is able to replace members who leave. However the supervisor will not normally attend lay committee meetings unless invited for some special reason.

The supervisor is responsible for gathering the lay committee's mid-year and final reports and submitting them, with the supervisor's own reports and intern's self-reports, to the LTS Internship Director.

Lay committees may engage in some of the same activities with the intern that the supervisor does, but the dynamic will be different. There will be theological reflection, but it will be facilitated by the intern as much as the committee. There will be reports, but you will report on the intern's *impact* on the laity who receive ministry rather than assessing the intern's *performance*. You will explore the congregation's culture and history but it will be from a lay rather than pastoral perspective.

It is the supervisor's responsibility to know and be able to assess the intern's performance against the objective standards for pastoral or diaconal ministry. It is the lay committee's responsibility to describe the subjective *impact* of the intern's ministry on themselves or on other parishioners whom they might interview regarding that impact.

WHAT IS THE LAY INTERNSHIP COMMITTEE'S JOB?

The details are described further down, but following is a brief summary.

1. *Prepare the internship site for the intern's coming.* This will include housing, moving, welcoming the intern and interpreting their ministry to the congregation/agency.
2. *Help the intern plan out their learning year.* This will include helping the intern complete their Learning Covenant and plan out various means of addressing their learning goals.
3. *Gather information from people to whom the intern ministers about the impact, or effect, that the intern's ministry has had on them and feed it back to the intern.*
4. *Provide 2 summary reports of your experience with the intern (mid-year and final).*
5. *Help the intern detach and end their internship well.*

SOME GUIDEPOSTS

You may feel uncertain where to begin; perhaps you are still wondering how you came to be a part of someone else's theological education. Or then again, it maybe that this is not your first intern, and you already feel quite comfortable with your role on the lay committee.

Either way, we have some basic operational principles we'd like to share:

1. *Assess impact, not performance.* Through phone calls, surveys and your own observations you will try to find out how the intern's ministry is affecting people. Impact, of course, is affected by many things: the state of mind of the parishioner/client during the ministry event, the congregation or agency's symbols, rules (written and unwritten), history and inter-relationships. It is, of course, also affected by the intern's performance. Essentially though, the lay committee's work is more descriptive than evaluative. *Lay committees are not responsible to measure the student's performance against church standards (which they may not know in any case). That is the supervisor's job.*
2. *The intern is in the parish to learn.* Certainly the intern will be expected to learn within the framework of the congregation's needs and programs, but it is vital that the intern be encouraged to reach out to other areas of congregational/agency life and the surrounding community.
3. *You are not the intern's supervisor.* As we have noted above, the lay committee's work does not replace or duplicate that of the supervising pastor.

Although your meetings will normally include only members of the committee and the intern, care must be taken that you always strive to work cooperatively with the pastor. At no time should the committee take an adversarial role toward either the student or the supervisor. Note also that the intern is responsible for co-leading this committee (that is part of their leadership training).

4. *ALL are called to ministry.* Your special gifts for ministry have brought you to this committee. Your ideas, experiences, and reactions are vitally important. You do the intern a grave disservice if your comments are prefaced by disclaimers such as, “Well, I’m only a lay person...” Your voice may well be the most important one heard this year.
5. *Honesty is basic.* Much of your committee’s time will be spent in assessing the student’s *impact* on yourselves and others in the congregation. Unless you are honest this will serve no purpose; the intern cannot grow unless they receive constructive feedback. Do bear in mind that if honesty is basic, so much more so is love!
6. *Take time to see the intern as a person.* Internship can be a lonely experience; even if the intern arrives with a spouse and children they will feel friendless for a time. Be alert both at the beginning and throughout the year for ways in which to support the private life of the intern. Ask questions about housing concerns, spouse employment, personal time for relaxation and reflection, plans for holidays ...and keep re-introducing yourself; it is hard to remember so many new names at once.
7. *Interns are not professionals.* Before the year is over, the intern will begin to think and act very much like a pastor or diaconal minister. You may experience a similar transformation in your perception of them. However it is unrealistic to expect polished “professional” performance from one who is still learning. As a committee member it will be one of your responsibilities to remind fellow parishioners that internship is an educational (and somewhat experimental) process in which trial and error is expected.
8. *When silence is a virtue.* Although you are expected to be knowledgeable about the entire internship program and to actively support and interpret the program to others, there are times when issues discussed during your committee meetings must remain confidential. Make sure you are clear within the committee as to what those matters are. Nothing will destroy the trust level between committee and intern faster than a lack of confidentiality.
9. *Organize your own success.* All committee meetings should have a pre-set closure time as well as a prompt beginning. This, added with a fixed day of the month for your regular meeting will keep the committee members fresh and eager for the task at hand. (You may need an extra meeting or so at the beginning or at reporting times). The committee chair should prepare an agenda ahead of time in consultation with the intern and stick with it. Constructive feedback, mutual exploration of the congregation’s faith and life and challenge for growth do not allow time for gossip, or complaint. This can be one of the most exciting and enjoyable committees on which you will ever serve.

Experience has shown that lay committees often find it easier to be warm, caring, responsive and enthused about their work if they do not meet at the church! Your own local customs and schedules should be considered as you select the best meeting place for your committee, but we urge you to consider meeting in members' homes as much as possible.

THE YEAR IN DETAIL

Prior to the Intern's Arrival

A. Recruitment and Training of the Lay Committee

Once the congregation/agency has approved entry into the internship program and funding has been approved, the supervisor should recruit a committee of six to eight people. A cross-section of people representing those elements that are significant in this site should be approached. These elements might include ethnicity, age, gender, language group, marital status, economic class, etc.

It may be helpful to include one council member to serve on this committee; the committee should not be composed solely of council members, however. The supervisor will normally train the committee in their responsibilities, using this manual as the primary resource.

B. Recruitment and Training of a Chair for the Lay Committee.

As part of the lay committee's recruitment, the supervisor will recruit a capable chair who will contact the intern as quickly as possible and maintain contact with her/him during the summer months.

What will be the duties of the chairperson?

1. Convene and chair all meetings.
2. Contact all committee members regarding meeting times and places.
3. Discuss the agenda with the intern (and perhaps the supervisor) in advance of the meeting.
4. Consult with the supervisor; keep him/her informed about the progress of the committee; invite the supervisor to be present when appropriate.
5. Facilitate the completion of the mid-year report and the final report (instructions are on the reports in the Internship Manual) and return them to the supervisor.
6. Distribute copies of this manual to all members of the committee and lead them through it well before the intern arrives.

C. Preparing for the Intern's Arrival

1. *Prepare housing.* Work with the supervisor and intern to arrange housing that is adequate for the intern (and family, if applicable). If the housing is unusual—other than an apartment or house—it should be approved by the LTS Director of Contextual Education in conversation with the intern.

2. *Help the intern with moving details.* This may include setting up utilities and investigating what is needed re: transferring health care, car license and insurance, etc in your area. Does the intern need moving and/or unloading assistance?
3. *Prepare the work space.* Will the intern have an office? If space and budget allow, there should be at minimum a desk, internet-enabled computer and bookshelves (the intern may bring their own computer). Has this area been cleaned and prepared?
4. *Assist the intern's family* (if applicable) in exploring employment or educational opportunities.
5. *Plan a welcoming party.* A much appreciated gesture is a “shower” to stock the pantry or refrigerator with some basic food items. This might follow a worship service or devotional time in which the supervisor uses the “Order for Welcoming an Intern” (in the Internship Manual). At this service (or the first couple of services in which the intern is present) it would be good to include the bulletin insert called “The Congregation and a New Intern”-also in the Internship Manual).
6. *Tell the congregation/agency/community about the intern.* If yours is a small community, you may wish to publish introductory information in the local paper. Within a parish you should utilize the newsletter as well as bulleting boards to remind the congregation of the intern's arrival. One resource is the bulletin insert called “The Congregation and a New Intern”- in the Internship Manual.

After the Intern Arrives: Agendas for Committee Meetings

Agenda items for MONTH ONE

1. Introduce yourselves; talk about your faith life, your work life, what opportunities for learning you feel your church and community can give an intern. Also share what you would like to get out of your experience as a member on this committee.
2. Inquire about the adequacy of the intern's housing, office arrangements, transportation and current cash flow.
3. If the intern is married, inquire about the spouse's adjustment to the move and how the committee can be supportive. Spouses should be welcomed to attend some meetings of the lay committee, though their presence should not be required.
4. Review with the intern the Learning Covenant which should be completed during the first three weeks of internship. It is sometimes helpful to publish an abbreviated version in the church newsletter to clarify the intern's role in the parish and his/her educational goals.
5. Sketch out a plan for the year to address the learning goals in a systematic way. Which goals will you focus on in which months? How will you gather feedback from people regarding the impact of the intern's ministry in those areas?
6. Plan exercises that will help the intern get to know the congregation/agency and the community. Some of these are listed in the Internship Manual as

“Exercises for Helping the Intern To Understand the Congregation’s Culture and Context.” Though designed for congregations they may be adapted for agency use.

Agenda Items for MONTH TWO

1. Invite the intern to share how the supervisory sessions with the supervisor are going. It would be helpful at this time to review the section in this handbook “How is the Lay Committee Related to the Supervisor?” Remember that normally the supervisor is not expected to attend lay committee meetings but it is important for the lay committee chair and the supervisor to discuss their mutual responsibilities for the intern from time to time.
2. Ask the intern to describe and reflect on their experiences of shadowing the supervisor. What was surprising, challenging, enlightening? The focus should not be on the supervisor’s behaviour but on the intern’s discovery of what it means to do ministry in this context.
3. Ask the intern how they are using their study day. Talk about the intern’s learning interests and perhaps suggest books, experiences (from a wide range of disciplines and interests) that the intern might find valuable.
4. Use one of the “Exercises for Helping the Intern To Understand the Congregation’s Culture and Context” from the Internship Manual (or one of your own) to help the intern understand your congregation’s culture and social context. Then ask the intern to help you think about some of the theological questions that may be suggested by your discoveries (perhaps using the theological questions and categories from the Interns’ “Tools for Internship” workbook).
5. Identify one of the ministry areas (related to a learning goal) on which you will gather impact information this month. The intern should bring to this meeting the names of people they have ministered to/with. The intern should have permission to give their names to the committee. They will be expecting a phone call from you. Divide up the names among committee members. Before the next meeting contact those folks and ask them how the intern’s ministry in that area has affected them. Bring back a summary to the next meeting.
6. Discuss the intern’s plans for their Mission Research Project (described in the intern’s “Tools for Internship” manual). These should be finalized by the beginning of the third month. This project helps the intern to use and train others in the use of tools for creating positive change in an organization and in a community.

Agenda Items for MONTH THREE

1. Report on the contacts/phone calls you made with people since last meeting. What did you discover. Allow the intern to help you reflect theologically on this.
2. Identify another area of ministry to investigate. For example pastoral interns will soon want to begin getting feedback on their sermons. Remember that the lay committee’s *primary* concern *impact*. Your job is not to determine

whether the intern has done a good job of interpreting texts correctly (the supervisor's responsibility) but to determine whether the intern has effectively identified and explored in the sermon the real needs of the people who heard it. Did they *actually* experience it as good news? Or did they hear it as "nice" news, or "irrelevant" news, or perhaps even "bad" news? You may want to develop a respondent's sheet for committee members (the LTS Director of Contextual Education can email examples of these). You will need to decide how often you will use this process and who will be asked to participate (for example will you target different age groups at different times?).

3. Talk about whether the honeymoon atmosphere is beginning to fade and more realistic expectations of intern and congregation/agency are being accepted.
4. Plan to investigate another area of their learning goals. Again the intern should provide the names of people who are experiencing their ministry in the area of that goal.
5. Continue to use exercises from the Internship Manual to help the intern explore and interpret the congregation/agency's culture and context (essential for relevant preaching and ministry!).
6. Monitor the intern's progress on their Mission Research project. If they are having difficulties suggest that the intern contact the Director of Contextual Education for support.

Agenda Items for MONTH FOUR

1. Share together your impressions of how fully the intern has entered the arena of this particular congregation/agency and community. If appropriate, challenge her/him to a wider presence and participation.
2. Share with the intern your summaries of the contacts you made during the month. If, for example, they focused on the intern's sermons, your discussion might consider questions like these: "What life situation, human need, struggle or sin was the intern addressing in the sermon?" "How deeply and clearly did the intern address these matters?" "What was the good news that the intern brought to help us in this situation?" "How did respondents feel during and after the sermon?" "How effective for the listeners was the intern's use of language, illustrations, tone and volume of voice?" "What did this sermon do (or not do) to the respondents?"
3. Allow time for the members of the committee to share with the intern what they expect in a sermon generally, and then specifically how the intern's sermons meet those needs.
4. Plan to assess the effectiveness of the intern's skills in another of the areas of their Learning Goals. You might, for example look at their teaching skills. Experienced teachers would be able to help with this. They could ask respondents of various ages how clearly, logically, and effectively the intern comes across. How well do they seem to know their material? How did they draw you into discussion? The intern should provide names (with permission) of those who have experienced the intern teaching. Decide who among the

committee will contact these folks in the month to come. If there are no experienced teachers serving on the committee you may wish to seek out such a congregational member to serve as an advisor in this process.

5. Do a self-check. How is the committee functioning? Are the discussions still challenging, or is too much time spent patting the intern on the back? Do meetings have direction, or are they primarily social events? What are your strengths and weaknesses? Are you too business orientated and not paying enough attention to relationships within the committee? What does the intern think?
6. Decide on a process for the mid-year report (due to be completed by the end of the sixth month for a twelve-month internship, or the beginning of the fifth month during a nine-month internship). The forms are included in the Internship Manual (and available electronically from the LTS Director of Contextual Education).

Agenda Items for MONTH FIVE

1. Share with the intern your summaries of the contacts you made during the month. If it had to do with teaching, discuss their teaching and reflect on its role in ministry. Make sure that the intern has the opportunity to reflect on their own experiences of teaching (or whatever area is being addressed). Brainstorm positive suggestions for improvement. Even if you have no this intern's gifts for teaching been meaningful to you? What might make her/his teaching even better? *Very important:* discuss how the intern is *equipping* lay people for ministry in and through this aspect of their work.
2. Check in with the committee as to how they are doing on the goals they identified at the beginning for their involvement on this committee. If they joined so that they could get to know people, is that happening? If they wanted to learn more about the church and its history—is that happening? How can the meetings be structured to better meet not just the intern's needs but the committee's as well. This is a *mutual* ministry.
3. Evaluate the intern's use of available congregational/agency/community resources. If applicable, provide intern with ideas for additional resources (including personnel) they have not been using to advantage.
4. Plan for work on another of the intern's learning goals. Ask the intern for the names of those whom the committee can contact and divide up the names.
5. If this is a nine-month internship do the mid-year report and go over it with the intern, including the intern's self-report. Give a final copy to the intern's supervisor. If the intern is married, the spouse may want to be present and share impressions as well teaching experience, you do know what it is like to be the student!

Agenda Items for MONTH SIX

1. If this is a twelve-month internship do the mid-year report and go over it with the intern, including the intern's self-report. Give a final copy to the intern's supervisor. If the intern is married, the spouse may want to be present and share impressions as well.

2. On the basis of the mid-year report talk to the intern regarding any revisions they might want to make in their Learning Covenant. Perhaps some goals have already been met satisfactorily and it is evident that there are new ones that need to be addressed. Plan for how you will investigate the intern's impact in this new areas.
3. Plan for investigation of the intern's activities in a core area of the congregation/agency's ministry. One significant area of a pastor's responsibility is that of pastoral care and visitation. The intern could provide the names of people they visited and the lay committee could phone and ask questions such as: "How did you feel when the intern first arrived?" "How did the intern introduce him/herself and begin the conversation?" "What was helpful in what the intern said or did?" "What could the intern have done that would have helped you even more?" "How did you feel after the visit?" Before these questions are asked the lay committee member must stress that the person should not reveal any matters discussed in the visit that might be very personal or confidential. The focus is on the impact of the intern's visit, not on the person's problems or needs.
4. Review the intern's progress on their Mission Research Project. The "research" phase should be essentially complete by now.

Agenda Items for MONTH SEVEN

1. Discuss what the committee has discovered regarding the intern's effectiveness in the area of this past month's investigation. If it has to do with pastoral care and counseling include a discussion of the intern's rationale for home visitations. Time should be spent discussing the appropriate priority for this aspect of ministry. A great deal of pastoral calling is directed to the homes of the aging. Take time to discuss the intern's relationship with older members of the parish. How might this be improved, supported, affirmed? How might the intern be more effective in equipping congregation and community members for engagement with the elderly?
2. A representative from the seminary faculty normally will make a site visit some time before the end of the seventh month. If this site visit has occurred, time might be spent at this session reviewing any issues surfaced by the seminary representative. If the site visit has not yet taken place, this time can be used to raise questions and concerns you would like to share during the site visit.
3. By this point the intern should be deeply involved in at least one ministry area, besides the mission research project, in which he or she has primary responsibility and initiative. Plan how to contact people involved in the project to see how the intern is doing in the development of administrative and other leadership skills (time management, planning, organization, recruitment, training and care of volunteers, follow-through, etc.).

Agenda Items for MONTH EIGHT

1. Ask about the Learning Covenant once more. For students on a nine-month internship this will be their last chance to pick up experience and supervision in aspects of pastoral or diaconal ministry that are important to them
2. Easter will likely have been celebrated by now. This will be a good opportunity to review the intern's participation in special church holidays - from Thanksgiving to Christmas to Holy Week to Easter. Is she/he creative? Is there healthy respect for local tradition? Does she/he manage personal energy well over the "long haul"? And where did she/he go that day for dinner?
3. It's spring--time for cleaning house and letting in fresh air. What are two elements in the intern's behaviour, lifestyle or personality that you would like to see swept out with the winter dust? In what two ways has this intern brought to the congregation (or to you individually) a breath of fresh air?
4. The Intern's Mission Research project should have completed the research phase by now. Any community-building projects that may be developing out of what was found should be in the hands of lay leadership. Review.
5. You should have received word about your intern for next year by now if you are having one. Consider asking the current intern for suggestions regarding preliminary preparations and introductions. It will serve to remind him/her that it will soon be time to begin dealing with the challenges of closure and the pain of goodbye.
6. For students on a nine-month internship, begin the process of preparing the final report (instructions are on the form in this manual). Committee members should fill out the individual report on their own, submit them to the chair who will then create a consensus report to be discussed and amended at the final meeting with the intern.
7. Also (with family present) discuss family issues related to moving, the impact of ministry on the family, etc (see under month ten below) and the process of closure and grieving (see under month eleven below).

Agenda Items for MONTH NINE

1. If the internship will continue through summer, discuss summer plans. Clarify the duties of the intern during summer experiences (for eg in a parish--Vacation Church School, Bible Camp, The Annual Picnic) and the supervisor's vacation. And speaking of the supervisor's vacation, how well does the intern work on his/her own? How does she/he plan work, set priorities, delegate authority, manage time? Plan to make contacts with people whom the intern has been involved in organization.
2. Summer is often a time for youth. If youth are part of the congregation/agency's ministry take time this month to talk to youth. Assess the intern's impact on youth and the church's youth programs. It is not the seminary's intent that interns automatically be considered youth directors, but it is equally important that the intern not be allowed to sidestep this vital area of ministry. Has the intern been supportive, responsive, balanced, mature in his/her dealings with youth?

3. The intern has had several more opportunities to preach. Continue to share responses to sermons and to worship leading.
4. You've been working hard, and it's possible that committee morale could be sagging. Whether it is or not, this might be a time to plan a barbecue to celebrate the important work you are doing! If the student is on a nine-month internship this could be combined with a farewell party.

Agenda Items for MONTH TEN

1. Time grows short. This would be a good time to ask the intern once again if there is any way in which you can help. Specifically, how can the committee help the intern achieve those learning goals as yet unmet? Also, what are the intern's moving plans and how can the committee help with them (see more under month eleven below)?
2. Share the summaries of what you discovered about the intern's abilities in administration and organization. Reflect on these theologically. How is administration a "spiritual" ministry?
3. Whether the intern is married or not, spend some time discussing family and personal life in the typical parsonage. What are the pluses and minuses? What expectations do congregations or agencies like yours have? What expectations do pastors and their families have? How do the demands of dual-career households affect those expectations? And if the intern is single, discuss the ancient illusion that single persons have more time to give to their work. How can the people of God creatively support one another in meeting all of these expectations (or some of them)?
4. Begin the process of preparing the final report (instructions are on the form in the main internship manual. Pay particular attention to the extent to which the goals in the Learning Covenant have (or have not) been met.

Agenda Items for MONTH ELEVEN

1. Discuss the process of closure. Recognize the validity of grief and discuss its symptoms: sorrow at saying goodbye, denial of the approaching departure, repression of anger over unfilled expectations or unresolved conflicts, depression, and worries about the unknown future. Help the intern to plan their leaving—how to hand over responsibilities, say good-bye to significant people, celebrate the achievements of the year and thank the congregation/agency for their training..
2. What are the practical aspects of closure? Will there be a going away party, a special "Sending" service? Have you organized volunteers to help with packing and loading boxes on moving day? What transitional arrangements need to be made for the new intern?
3. Having done all this, spend some time enjoying the positive highlights of your year together.
4. Prepare for the final report. Committee members should fill out the individual report on their own, submit them to the chair who will then create a consensus report to be discussed and amended at the final meeting with the intern. Forms are in this manual.

Agenda Items for MONTH TWELVE

1. Discuss the final report with the intern (including the intern's self-report) and the intern's spouse if applicable (and desired by the spouse). The chair should also discuss the final report with the supervisor who will then forward it to the seminary along with his or her own report and the intern's self-report.
2. Evaluate your committee's efforts. How did you do on your personal goals as committee members? How do you feel about your work with the intern? (In this regard remember that the intern is responsible for their own growth—not you. Your work was to provide an environment where that was possible). You might want to make recommendations for the year to come if there is going to be another intern. This may include presenting to the pastor and council a list of nominations for next year's committee. Rotating membership is a good idea, so that each year there will be new committee members as well as experienced ones.
3. Each member of the committee should participate fully in saying goodbye, both individually and in any congregational or community observances.

Accept the heartfelt thanks of the seminary and the church for the important service you have performed. The Field Education Committee of the Lutheran Theological Seminary in Saskatoon takes this opportunity to congratulate you on a job well done!

EXERCISES FOR UNDERSTANDING YOUR CONGREGATION/AGENCY AND COMMUNITY

To reach out to a *particular* community, to preach in a way that is really *good news* for the particular problems the hearers struggle with, and to help initiate programs that meet real needs, the intern must understand her context. Some of the following exercises, which may be done by intern alone, intern and supervisor, intern and lay committee or with the whole congregation, may help in this. These exercises (also included in the Handbook for Lay Internship Committees) are adapted from *Studying Congregations: A New Handbook*, edited by Nancy Ammerman, Jackson Carroll, Carl Dudley and William McKinney (Nashville, TN: Abingdon, 1998). I have tried to adapt them to diaconal ministry non-congregational settings as well, but the effort is imperfect. The adaptation is probably best done by the diaconal intern and supervisor in view of their particular type of ministry.

“Looking Out” - Locating The Congregation/Agency In The Community

1. Location in Time-Constructing a Timeline
 - a. Invite people who have some extended experience with the congregation/agency to join this committee meeting.
 - b. From a newsprint roll, put up a long piece of newsprint on the wall. Draw two long lines across it, dividing it into thirds. Across the top place the years (perhaps in 5-year blocks for older congregation/agencies). At the left, in the top section write “congregational/agency events/changes”; in the middle section write “community events/changes”; in the bottom section write “world events/changes.”
 - c. Have committee and guests write on the newsprint, identifying key events, trends, leaders changes that they observed, under the appropriate time period and in the appropriate section.
 - d. When it is done, go through the timeline, looking for patterns and themes. How did events in the community/world affect the church/agency? How did particular leaders change the congregation/agency’s direction? What does the congregation/agency’s journey look like? If one was to connect this journey to Israel’s exodus from Egypt, which section(s) would be the time of bondage in Egypt, which would wilderness wandering, which would be conquering Canaan (conflict) and which would be promised land?
2. Location in Space-A Drive Through the Community
 - a. Have the committee drive together (perhaps in a van or two cars) through the community. Note where other churches/agencies are located in relation to your own. What do you know about their ministries? Do they duplicate or complement what you are trying to do in the community? Also have a church/agency directory. Note where members live.

- b. What are traffic patterns like around the church/agency? How visible is it? Who would be likely to notice it? What is happening in the community? What kind of businesses are flourishing/dying? Who is moving in/out? Who do you see on the streets? Who don't you see? What kinds of interactions are (or aren't) taking place?
 - c. As you drive have members take different roles, trying to see the community through various eyes-for example through the eyes of a young family, an immigrant, a college student, a disabled senior, a wealthy businesswoman, a farmer, a clerk, etc. What needs are being met or not being met?
 - d. When you get back together talk about the way in which the congregation/agency is interacting with the community? Is it open, easily accessible to the folks whose roles you took, or is it closed? Is it actively engaging the community, or passively waiting for them to come? What needs is it meeting?
3. Location in Community Networks
- a. As people come into the church/agency have them list the organizations and groups they belong to (e.g. sports, clubs, civic groups, etc). Note where there are concentrations of members. Talk about the congregation/agency's influence in the community. What opportunities do its members have for being a positive influence on community life? How might the community commitments of the congregation/agency's members become part of the church/agency's conversation about its mission?
4. Location in Community Demography
- a. Ask Statistics Canada for the demographic breakdown for your congregation/agency's area. What are the dominant age groups? What is the socio-economic mix? What is the ethnic mix? Compare the make-up of your area to city or regional averages.
 - b. If your congregation/agency data is on computer, draw off statistics for ages. How does the congregation/agency's make-up compare to that of the community. Who is missing or over-represented in the congregation/agency? Why is that?

“Looking In” - Seeing The Internal Social Reality Of The Congregation/Agency

1. Examining the Congregation/Agency's Culture and Identity
- a. *Through its activities and rituals:* Bring church/agency newsletters to the meeting. List its key activities and rituals (one or two words each) on newsprint. Then go through and star those that have the highest numbers of people regularly participating. Go through again and star those for which there is a lot of enthusiasm expressed. Which of the activities are most valued and *why*? What part does food play in the congregation/agency's activities and rituals and what does it mean? ~Have the committee observe one of the core activities of the congregation/agency (eg. worship). Watch the interactions as if you were an unchurched stranger. What happens at the door? Who talks

to whom? Who looks uncomfortable? Who is most at ease? What do these patterns tell you about the congregation/agency?

- b. *Through its artifacts* Take a meeting to walk through the church/agency building. Take some notes. Look carefully at the things that people have made. How is the building shaped? If you were not a member here (or perhaps an alien from another planet!), what would you say that its shape has been designed for? What aspects of congregational/agency life are helped or hindered by that shape?
- ~Look at what is on the walls. Are there clear directions posted to washrooms, meeting rooms etc? If not, what does that say about who the building is designed to serve? What kind of artwork is there? What sort of furniture is there? Who is most comfortable in the furniture? How is it arranged, and what does that say about its purpose? What factors affect how the furniture is used and whether it is replaced, or re-arranged? What does this say about what the congregation/agency values, about who has access, privilege and power?
- c. *Through its stories* Set up one or more “focus” groups by inviting four to six people to gather with the intern and one or two lay committee members. They should be told that the purpose of this group is to help the intern and the lay committee understand how people react to, and interact with the congregation/agency. Emphasize that you want to hear their stories-that it is their perspective, not some form of “objective” truth that you are interested in. The people in the group should have something in common. They might be people who are related to, but not members of the congregation (but have some awareness of it). They could be new members, or visitors who once came but don’t now, or teenagers and their parents, seniors, handicapped, long-time members, etc. Have the intern and one or two lay committee members interview the focus group. Ask them to tell them to tell their stories about your church/agency. Take a few notes for conversation after.
- ~Ask the group how they would describe your congregation/agency to a friend. Ask them to tell what experiences they have had in relation to this church/agency that have left a significant (negative or positive) impact on them? Ask them to tell the stories of turning points in the congregation/agency’s life and times when the congregation/agency had a significant impact on their own life.
- ~As you take notes pay attention to the kind of language that is used to describe the building, designations for lay leaders and clergy, insiders and outsiders, etc. What kind of God-language is used?
- ~Watch for themes, commonalities in the stories. Is there a common “tone” (hopeful, anxious, indifferent)? Is there a common perspective on the world (e.g. resignation-“struggle is futile”; pragmatic -“just the facts, let’s get this done”; optimistic/harmonic-“things will work out,

they always do”)? Do you hear any biblical references or theological themes that recur-either explicitly or under the surface?

2. Examining the Internal Processes of the Congregation/Agency

Spend a meeting or two looking at the congregation/agency’s informal and formal processes. Formal process includes the written rules that organizations adopt to define leadership and committee responsibilities and prescribe procedures for making decisions, delegating authority and allocating resources. Informal processes have to do with the persistent, but unwritten patterns of people’s interactions.

a. *Look at the “fit” between informal and formal processes.* In other words, do processes actually work the way we formally say they are supposed to work? If not, why not? There are a variety of ways to get at this. For example, one could take the minutes of the last annual meeting and look at the decisions that were made. Did those things that were decided actually happen? If not, why not? Look at the congregation/agency’s constitution and any documents that describe its authority structure (e.g. council, committees, programs). Is power and decision-making really vested in those who hold offices of authority? Or is it informally invested in certain people (e.g. long-time members, wealthy members, vocal members) whose permission must be secured (or at least not withheld) before things can move ahead? Who is in the “know”? Notice differences between formal routes for information flow (leaders, committees, secretaries) and informal routes (influential members, fellowship groups, the “grapevine.”).

b. *Look at the way that the congregation/agency makes plans.* Who initiates changes? Do changes come from the people who use the program (“consumers”), or from lay leaders, or clergy, others? What kinds of sentiments enter into the decisions (“We’ve always done it this way,” “Who did it last year?” “Ask the pastor,” “there’s a real need out there,” etc.)

~What assumptions are there about how many people have to be “on board” before plans can be implemented? Is a broad consensus required, a democratic majority, or certain key people? What happens to people who vote against a plan if it is adopted? Do they get behind it, drop out, stay at the side? Is public disagreement acceptable, uncomfortable or shameful? If it is not acceptable, what other venues are used for hashing over conflicting ideas (e.g. in the choir, through informal friendships, after council meetings, etc.)?

c. *Look at leadership styles.* Are there job descriptions for recruiting lay leaders? What are the actual bases on which people are recruited (e.g. their wisdom, inability to say no, longevity in the community, special gifts, new members, they’ve always done it, etc.). Are decisions made by teams, with a leader who facilitates, or by a leader who gives the task to the team? Do people tend to work on their own (with their own area of responsibility) or cooperatively (with shared

- responsibilities)? How is the pastor/leader's role defined-by the constitution, the synod, the letter of call, the ordination service? Does this differ from the congregation/agency's informal expectations (poll a few people about what they expect of a pastor/leader).
- d. *Look at boundaries.* How does the congregation/agency define who is in and who is out? Compare the constitution to actual practices. Who is regarded as being at the center of the congregation/agency? On what bases?- worship attendance? Service record? Giving record? Keeping of certain moral standards? Etc.
 ~How easy is it for people to cross the boundaries-eg to get into the church/agency and get out? Is there a long initiation process or a brief one? Why? Is there a way to track people's involvement in the church/agency? How do you know if people are becoming inactive, or if newcomers are looking for greater involvement?
 ~What kind of boundaries are there around worship? Who belongs in, who is simply tolerated, and who is kept out? (e.g. seniors with bad hips, men in suits, restless children, people who like quiet contemplation, people who like contemporary music, the physically able and handicapped, etc.) It may be helpful to call up a few people who are new either to the church or to particular committees since they have just crossed the boundaries. Ask how they learned the ground rules, how they were recruited and trained, what they would like to share with the next new person coming in.
- e. *Look at the effect of size.* Do the congregation/agency's processes look more like those of a family (spontaneous, flexible, conflict taken personally, decision-making based on trust and obligation, few formal rules) or those of a larger institution (dependent on a few skilled leaders, lots of structure, more formal processes for communicating and making decisions.)
- f. *Look at the way the congregation/agency fights.* Identify a recent conflict. Was the conflict resolved or did it go underground? How "hot" did the fight get before something was done? Is action taken at the level of reasonable differences, serious disagreement, the development of factions, all out fight or flight, intractable divisions? How are emotions dealt with in public? What are the consequences of losing a fight? How is failure regarded? Is there freedom to experiment, fail and try again, or does failure carry a high price? What does the congregation/agency tend to fight about? What does this say about its focus, about what matters most to it? How does the congregation/agency deal with external "hot" issues (e.g. homosexuality, abortion, gambling, etc)-is it confrontational, educational, personal, compassionate? Is there engagement or avoidance?
- g. *Look at the way that the congregation/agency meets.* Sit in on a council meeting. Then look at the minutes afterward. Do the minutes accurately reflect what happened? What is left out? Do meetings

proceed by “Bourinots Rules” or by the decision of the chair or by vocal or powerful members? What kinds of meetings tend to be regarded as “successful” and which are a waste of time—those in which many tasks are completed, those in which there has been good open discussion, those in which people have shared stories and connected to each other?

~Have members who watched the meeting assess it on the basis of several scales (make a handout with several lines with descriptive terms at each end of each line). At one end put “grinding their own axes”, at the other put “sensitive to the needs of the group.” On another line put at one end “people wore masks,” at the other put “people were open and honest.” For another put “people were respected and affirmed” at one end, and “people were rejected or ignored” at the other. Have one scale labelled “emotional climate” and put “negative” at one end and “positive” at the other. For other scales use “productive” and “unproductive” or “good listening to each other” and “mostly soliloquys.”

~Internship committee members should assess the meeting by marking a point on the line between the two alternatives on each scale.

3. Discovering a Congregation/agency’s Resources

- a. There are several ways to find out what resources a congregation/agency brings to its ministry. A questionnaire can be given out to find out age levels, family make-up, occupation, etc. Be sensitive to people’s concerns about confidentiality. This information can be used to predict developing needs in the congregation/agency (aging boomers, growing children, increasing unemployment, etc).
- b. Commitment to participating in the congregation/agency’s core activities (eg. worship) is critical. In church, for example, attendance patterns can be tracked by counting heads (ushers) and by the use of “pew pads” on which church members record their attendance each Sunday (and any information they want to pass on to the church office). Notice how lack of involvement is dealt with by the congregation/agency. Does the supervisor, or a lay leader visit? What is happening to attendance over time? What are the yearly (cyclic) variations in attendance? What percentage of the congregation/agency’s total membership participates regularly?
- c. Use the annual parish report to the national church to identify membership patterns in a congregation. How do changes in the wider community (e.g. high mobility in or out) affect the congregation’s membership? How do people tend to become members—through infant baptism, adult conversion, friends bringing friends, walk-ins, social programs that the church operates in the community, contacts with the pastor, etc. For this information the pastor may be of particular help. How many people become inactive, transfer out or die in year? What is the ratio of baptisms to deaths, transfers in to

- transfers out, additions by confession to dropouts? Are they increasing or declining and why?
- d. Use treasurer's reports, or annual reports to identify financial patterns. How is the congregation/agency's money spent (include the way in which the pastor/leader spends his or her time)? Are there yearly patterns in giving? What do they mean? Notice how people talk about finances in meetings. How important is money to the congregation/agency's sense of its security? Does it believe that it would cease to exist if there was insufficient income? If so what does that say about their view of how their ministry is sustained—and God's relationship to it?
 - e. Look at the buildings. What kind of shape are they in? How useful are they for the purposes for which the congregation exists? How are they maintained, insured? Who looks after these things? What is the process by which changes are made in the physical plant?

Questions For Lay Committees Can Use When Reflecting Theologically With The Intern On The Congregation/Agency's Culture And Context

Adapted from Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley and William McKinney, Studying Congregations: A New Handbook (Nashville, TN: Abingdon, 1998).

After we have asked the question “What’s happening?” in the congregation/agency and community it is important to ask “What does this mean?” especially in relation to our faith. What do the stories, structures, practices, and written materials we examined say about its understanding of:

1. *God.* Do they imply that God is distant or close by? What aspects of God (love, justice, mercy, judgment) are favored or emphasized? Is it assumed that God intervenes in our lives or leaves us to work things out? If God intervenes, how is that intervention described? Is God seen to be mostly a policeman, a physician, a king, a gift-giver (Santa), a CEO, etc?
2. *Humanity.* Are human beings assumed to be essentially good? Are they expected to be able to “do the good” if they are properly educated to know what it is? Or are they assumed to be “in bondage to sin” (no surprise that leaders get into trouble, for example)? What are assumptions about our responsibilities to each other? to God? to strangers? What is the ultimate purpose of our life? What are its hopes for the future of humanity?
3. *Sin and evil.* What does the congregation/agency’s life and behavior say about why there is evil in the world? To what does it attribute its presence in our lives (e.g. unjust social systems, poor personal decisions, unhealthy social influences, etc.)? What behavior is considered most sinful? Why? How is sin to be dealt with? What is “salvation?” in practical terms for this congregation? How does it deal with suffering? Which tragedies does a congregation/agency respond to with compassionate outreach? Which tragedies does it withdraw from, treat with shame? What assumptions seem to be made about sufferers and God’s attitude toward them?
4. *The church.* What is the reason for the church’s existence? On what does the existence of a particular congregation or agency of the church depend (e.g. finances, numbers of people, God, etc.) What is the most important thing it does, and why? How does it relate to the larger church? What is its place in the world? What does it (corporately) hope for?
5. *Life and its transitions.* What does the congregation/agency’s treatment of the passages of life (birth, “coming of age,” marriage, divorce, old age, death) have to say about life and its meaning? How does it deal with significant achievements by congregational/agency members? What does this say about how people are valued, how their “worth” is determined?

Note that the real, lived theology imbedded in a congregation or agency’s life may be at odds with the “explicit theology” that it confesses in its creeds, confessional statements, constitution and denominational documents. The differences can be interesting. Does the real, operational theology indicate a need that our “formal” theology has not responded to? Or is our real theology unhealthy, reflecting a need for repentance and reformation?

AN ORDER FOR WELCOMING AN INTERN

Led by the supervisor. The Lay Committee should come up with the intern, lay committee to one side, intern in the middle facing the supervisor.

Supervisor: Let us pray: O God, through the Holy Spirit you illumine the minds and sanctify the lives of those who are called to be pastors and teachers: look with favor upon all seminaries for the instruction of those who are to serve in the ordained ministry of your church and bless your people in this congregation who by word and example will aid your servant in learning to apply the principles of ministry which have been taught in school. Grant that we may work together, be obedient to your Son and be guided by your Spirit, so that our lives may be enriched and our ministries be filled with joy, to the glory of your Name. Amen.

Supervisor: The Apostle Paul writes, "People have different gifts and it is the same Spirit who gives them. There are different ways of serving and it is the same Lord who is served. God works through different people in different ways and it is the same God whose purpose is achieved through them all. To each is given gifts by the Spirit for the good of all." I Corinthians 12:4-7

Supervisor: Discerning whether Name of student's gifts are best suited to pastoral/diaconal ministry and equipping *him/her* for that ministry are the chief goals of this internship. As Name of congregation or agency you are an essential part of that discernment and equipping. Will you pray for *him/her*? Will you open your lives and your ministries to Name of intern so that this learning can take place? If so answer, "Yes, with the help of God."

The People: Yes, with the help of God.

Supervisor: Names of lay committee members - as members of the lay committee it is your task to help the intern discover the history, hopes and faith of Name of congregation or agency and to gather responses from those with whom *she/he* works so that *she/he* may grow in *his/her* effectiveness in ministry and discern the call of the God. Will you meet with the intern regularly and assume these responsibilities faithfully? If so answer "We will."

Lay Committee: We will.

Supervisor: It is my duty as supervisor to walk with you on the path of learning and discernment; to share the joys and sorrows of ministry in this place, and to open my ministry fully to you for observation, reflection and training. With the help of God I commit myself to this ministry of supervision.

Supervisor: Now I ask you Name of intern are you ready to assume your responsibilities of ministry and learning at Name of congregation/agency. Will you endeavour in the process to maintain a healthy body and spirit, strong relationships with family and friends and an appropriate balance between work and rest, personal and professional life? And will you seek to fulfill your responsibilities to the glory of God? If so answer "Yes, with the help of God."

Intern: Yes, with the help of God.

Supervisor: It is our joy, as members of Name of congregation/agency to accept Name of intern as an intern *pastor/diaconal minister* and join in learning and ministry with *him/her*. We welcome you into our midst and offer our strength, insight and encouragement.

Supervisor: Almighty God, we ask you to be with us in our learning and ministry so that our life together will bring honour to your Name. Amen.

AN ORDER OF FAREWELL TO AN INTERN

This order may be used within the service of worship on the intern's last Sunday. The supervisor(s) will lead this order. The intern and Lay Committee come to the front.

Supervisor: Let us pray: Gracious God, we give thanks for the many and varied ministries of your church. We are grateful for the variety of gifts that you have given us. Thank you for the members of the Lay Internship Committee Name of Committee, for their commitment and willingness to serve. Thank you for our intern Name of Intern and for the gifts he/she has shared in our midst. We now have come to the end of our time in ministry together and ask your blessing as we say good-bye.

Intern (turn to face congregation and Lay Committee): I thank you, the members and friends of Name of Congregation/Agency and in particular Name of pastor-supervisor and Names of the Members of the Lay Internship Committee for the love and support you have shown me while I have ministered among you. I am grateful for the ways in which you have challenged me to learn and to grow and for your encouragement and prayers through this time. I ask forgiveness for what I have done and what I have left undone. As I leave I carry with me all that I have learned here.

Congregation (including Internship Committee): We receive your thankfulness, offer forgiveness and accept that you now leave to return to seminary (or other activity). We express our gratitude for your time among us. We ask your forgiveness for what we have done and left undone. Your influence on our faith and faithfulness will not leave us with your departure.

Intern: I accept your gratitude and forgiveness, and I forgive you. I release you from turning to me and depending on me. I will pray for you in your ongoing ministry here and for your new intern (if there is one).

Supervisor: Let us pray. God of all mercy, be with Name of Intern as he/she returns to seminary (or goes to other places). Bless the remainder of their time at seminary and be with them as they prepare for full time ministry. We give thanks for the cherished memories of our time together and commend one another into your care as we move in new directions. In Jesus name we pray. Amen.

Supervisor: The Peace of the Lord be with you Name of intern and with you all.

Congregation: And also with you.

A sign of peace is shared with one another.

THE CONGREGATION AND A NEW INTERN

(may be duplicated as a bulletin insert)

Interns are *students*. They will be given responsibility in all areas of pastoral functioning but are not yet pastors. They will experiment, stumble, learn and grow. Your patience, support and constructive feedback are needed to help them develop as pastors. The Lay Internship Committee and the pastor will give you ideas as to how to do this.

Remember that the new intern is not a copy of anyone else and is not expected to function or respond in the same way as any previous intern you may have known.

Your intern is coming to a new situation and this may require some time for adjustment. In addition to becoming oriented to the congregation, they may be settling into new housing, developing friendships, orienting family members to their new situation and getting to know the area. Your patience and support are much appreciated!

Coming to a congregation means meeting many new people. It will help if you repeat your name to the student over several months.

Do not hesitate to invite the intern to be involved in aspects of the life and ministry of the congregation. The intern will consult with the pastor before taking on significant new responsibilities. The intern also has the same freedom to turn down such invitations as has the pastor. It is not fair to expect the intern to do everything anyone suggests.

If the intern is accompanied on the internship by family members you may invite those members to be involved in the life of the congregation. However they are not “auxiliary” interns. It should be assumed that they will accept or turn down such invitations in the same way that other visitors or new members would.

One of the things an intern is learning is how to balance their personal and professional lives and to solicit care for themselves while they are caring for others. While fully engaging in ministry with you, they will be trying to set appropriate boundaries to their time and availability.

The intern is learning how to be and bring *Good News* to your community. To do that they need to understand you. You can help by talking about the culture and history of your church and community, sharing your own faith experiences and by sharing opportunities you see for ministry in your community.

It will help greatly if you provide the intern with lists of institutions, agencies and services available to people who are working in the community.

If you have difficulties with a person or program in the congregation, including the pastor, the first place to bring your concerns is to that person or program. The intern will be fully aware of what is happening in the congregation, but should not be recruited to support one side or another when there are struggles.

Your hospitality and prayers for the intern are deeply appreciated!

The ELCIC and the seminary are grateful for your essential part in preparing pastors!

STUDENT APPLICATION FOR INTERNSHIP PLACEMENT

The following application is to be completed by the student and submitted to the Director of Contextual Education at Lutheran Theological Seminary by January 1 of the year in which the student anticipates internship placement. This application is available in electronic form from the Director.

Date: _____

This application is for

a. _____ pastoral internship

b. _____ diaconal ministry internship

PERSONAL DATA

Name: _____

Present address: _____

Phone Number: _____

Birth Date: _____

Congregational membership (name and place):

College Degree(s): _____

Marital Status:

_____ Single

_____ Married (Spouse's Name): _____

_____ Engaged and plan to be married prior to or during the internship year

- fiancé(e)'s name: _____

- wedding date: _____

Number of dependent children (if any): _____ Ages: _____

EXPERIENTIAL DATA

Write a brief description of any work experience, church experience prior to and/or during seminary.

Supervised (clinical) Pastoral Education:

_____ Already completed _____

_____ Number of quarters completed _____

Where? _____

Supervisor(s)? _____

When? _____

-OR-

_____ Intended _____

_____ Accepted _____

_____ Where _____

_____ When _____

Have you been endorsed by CTEL for *internship* specifically (not just general endorsement for a year of study)? _____ (Internship placement cannot proceed without this endorsement.)

Which Synod are you affiliated with? _____

When did the endorsement take place? _____

PLACEMENT DATA

Will family members be accompanying you on internship? If so, who?

Other important family information which might help in making a placement decision (eg. employment and educational needs of family members, health issues, responsibilities for care of infirm parents, etc.)

Will you be taking a car to your placement (a car is normally required)?

When would you prefer to begin your internship? (Specify starting date and/or range of possible starting dates).

Identify and describe your goals and expectations for internship, reflecting on your ministry growth needs, strengths and interests. Be as specific as possible.

Write an autobiographical statement highlighting your personal, educational and spiritual journeys.

I hereby give permission to Lutheran Theological Seminary to review my file for internship, including assignment and to forward a copy of this application to my internship supervising pastor.

Signed

SITE APPLICATION FOR INTERNSHIP

To be filled out in duplicate. Retain one copy for your records. Send one copy (which will be shared with potential interns) to the Seminary. This application is available in electronic form from the Director of Contextual Education.

To: Director of Contextual Education
Lutheran Theological Seminary
114 Seminary Crescent
Saskatoon SK S7N 0X3

The undersigned has been authorized by the parish council or agency governing board to request an intern for :

PARISH OR AGENCY:

Mailing Address: _____
Office telephone number & area code: _____
Church Affiliation (eg. ELCIC SK synod): _____
Website address: _____

SUPERVISOR(S):

Phone Number(s): _____
Email Addresses (s): _____

Our chief concern is to make a good match between the needs of the intern, parish/agency and supervisor. The information provided below will help to guide the faculty in the placement process. Because we want to make the best possible matches, we cannot make a commitment to providing an intern at all, or any particular intern, until all the applications are in from interns and sites. Determination of final placement is the responsibility of the seminary faculty and is usually completed in late March of the year in which internship is to begin.

BACKGROUND INFORMATION

For Parishes

Number of baptized members on congregational roll _____

Rough Age Profile of Congregation _____

Parish staff (titles) _____

Ethnic and cultural background of membership _____

Congregation's "signature" programs (if there are any that you want the intern to particularly focus on, please identify) _____

For Agencies

Primary Form of Ministry (eg. outdoor ministry) _____

Agency Staff (titles) _____

Key programs (and if there are any that you want the intern to particularly focus on, please identify) _____

RE: THE COMMUNITY IN WHICH THE PARISH/AGENCY WORKS

Ethnic and cultural demographics _____

Type of community (rural, town, suburban, inner city, etc) _____

Population _____

If rural or town, nearest large city Kms _____

Nearest college, university or Bible school Kms _____

Major industries _____

Other unique features _____

Below please describe further (a) your congregation or agency and community; (b) particular and unique opportunities for ministry you envision which may develop in the field where you are serving. If possible, please enclose the latest annual report and other pertinent materials, together with any brochures about the area which are available from your Chamber of Commerce.

PREFERENCES RE: AN INTERN

Are there any special qualifications desired in an intern? If so, please specify.

Please indicate the length of internship you would prefer (between 9 and 12 months, longer being preferred). _____ mos.

Preferred beginning date (Aug 1 to Sept 30 are usually best for interns)

STUDENT HOUSING

Please check the following:

You are able to provide housing or housing allowance to accommodate up to

_____ (No. of) adults

_____ (No. of) children under 12

_____ (No. of) children over 12

Housing provided would be _____ (No of) bedrooms. Indicate whether this is the maximum size that the congregation can afford to pay in housing allowance for housing in the area (factoring in cost of utilities but not long distance telephone) or the actual size of housing the congregation owns or has donated to them.

STUDENT LEARNING OPPORTUNITIES

It is understood that the student will be offered a full and varied program of service/learning opportunities, including those specifically listed below. Note that, except by special permission of the synodical Bishop, students are not permitted to preside at the sacraments of Holy Communion and Baptism. Please indicate with a check mark your ability to provide the following and comment briefly about such opportunities.

Worship

- _____ Reading the liturgy and preaching. The student will have the opportunity to preach average of once a month during the year. Their sermons will be previewed and critiqued by the supervisor for at least the first half of the internship.
- _____ A minimum of one sermon evaluation each quarter by a group of representative worshipers will be provided.
- _____ Observing and/or assisting the pastor in pastoral acts such as wedding rehearsals and weddings, funerals, baptisms or private communion.
- _____ Other

Comments

Pastoral Care

- _____ Visiting members, prospective members, the sick, the aged, etc.
- _____ Ministry to the bereaved.
- _____ Counseling
- _____ Other:

Comments

Education

- _____ Teaching/leading at least one class (e.g. confirmation, adult Bible study, youth study, etc.) in one of the parish/agency's educational programs. The intern will also be familiarized with the administration of the entire education program.
- _____ Other:

Comments

Social Ministry

- _____ Participating in programs of social outreach conducted by the congregation/agency.
- _____ Other

Comments

Outreach

- _____ Participating in outreach to unchurched people and the training of members for outreach
- _____ Introduction to the process of training and welcoming new members
- _____ PR and recruitment of new clients/supporters for the agency
- _____ Other

Comments

Stewardship

- _____ Participating in the stewardship program of the site and its general fund-raising activities.
- _____ Other

Comments

Administration:

- _____ Attending meetings of congregation/agency committees including Congregational Council/governing board and assuming responsibility for one of the committees/groups, under the supervisor's guidance.
- _____ Training in record-keeping (baptisms, marriages, membership, etc.)
- _____ Introduction to congregational/agency planning and budgeting processes

Comments

Relationships to the Larger Church

- _____ Attending some ministerial association, meetings, professional leaders conferences, district and/or synodical meetings.
- _____ Other

Comments

Internship Cluster Meetings and Retreats

- _____ The intern and the pastor-supervisor will attend internship cluster meetings and workshops as requested by the LTS Director of Contextual Education.
- _____ Other

Comments

Support in Internship as a Learning Process:

- _____ To provide assistance and advice for the intern, the supervisor will arrange a suitable time, at least once a week of at least one and a half hours for theological reflection with the intern about pastoral or diaconal ministry.
- _____ To assist the intern in the formulation of the learning covenant and to provide the intern with regular opportunities to accompany and observe the supervisor at work.
- _____ To provide the intern with adequate orientation for each new responsibility.

- _____ To observe the intern's work in each area and provide detailed, constructive feedback.
- _____ To recruit a lay internship committee, consisting of the intern and six to eight members, who will assume special responsibility for observing the intern's work and engaging in regular discussions with the intern. They will help the intern assess the impact of his/her ministry and learn to understand the culture, history and values of the parish/agency and its larger context. This committee will also be responsible to interpret the intern program to the parish
- _____ Other

Comments

FINANCIAL ARRANGEMENTS

- _____ The congregation / agency will pay the monthly undesignated cash stipend of \$_____ (\$1000.00 minimum)

Identify the categories which apply:

- _____ The congregation/agency will provide adequate furnished housing, plus utilities.
- _____ Where unfurnished housing is provided, moving expenses to and from the Seminary will be provided by the congregation / agency in the following manner:_____
- _____ Where housing is not provided by the congregation /agency housing allowance in the amount of \$_____ (appropriate to local costs) will be provided. Moving expenses to and from the Seminary will be provided by the congregation / agency in the following manner:
- _____ The congregation / agency will reimburse the intern for approved expenses incurred in the work.
- _____ The congregation / agency will pay automobile expenses incurred in the performance of assigned duties in the following manner:
- _____ The congregation /agency will contribute to the Seminary internship travel pool.
- _____ The congregation /agency desires at its expense, a visit by the intern for orientation purposes prior to the beginning of the internship.
- _____ The supervisor(s) will come to the seminary to meet the new intern and participate in a team-building and supervisor-training workshop with the intern and other interns and supervisors prior to the beginning of internship. LTS will provide accommodations and meals for supervisors as well as travel costs.
- _____ The congregation/agency will grant the intern one day per week free time, one day per week study time and three weeks paid vacation for a 12-month internship or a two weeks' paid vacation for a nine-month internship.

INFORMATION ON CHIEF SUPERVISOR

Name of person directly responsible for supervision _____

Age _____ Years in ordained ministry _____

Years in present position _____

How many interns have been previously supervised by this person? _____

Did this person serve an internship themselves? _____

Did this person receive Clinical Pastoral Education or an equivalent? _____

Supervisor's degrees/Training certificates and school attended _____

If presently enrolled in a graduate program, what is the school involved? _____

Has this person attended any workshops or training conferences related to supervision? If so, please list: _____

Is the supervisor willing to attend recommended training events on internship and supervision? _____

LEADERSHIP STYLES AND ATTITUDES

(Please briefly describe your style and abilities in the following areas)

- What is your role in congregational/agency decision-making?
- How do you deal with conflict: when you are one of the parties? When the conflict is between others in the congregation/agency?
- What is your teaching style? Your interest and gifts in teaching?
- What is your liturgical style, interests and gifts?
- How do you relate to the surrounding community--as an individual, and as the leader of a congregation/agency?
- Where do you get your energy? From being with people (extrovert) or from time alone (introvert).
- Are you a "feeler" or a "thinker"? Do you tend to respond to the world in terms of ideas, or values/feelings?
- Would you describe yourself as concrete, practical, a detail person, or more of a big-picture, dreamer/philosopher?
- Do you tend to be well-organized and enjoy being proactive and in control of things or are you more spontaneous, responsive, reactive to the world?
- Your style of working with team members
- Your interest in and use of small groups in ministry.
- Your feedback style (eg. honest, diplomatic, a teacher, a listener, etc).
- How would those outside your immediate family and friends describe you?
- What are your strengths and growing edges in ministry?
- List some important books that have enriched your life and ministry in the last three years.
- List some continuing education events that have enriched your life and ministry in the last three years.
- Describe your work in the Conference, Synod, Church and Community beyond your local context.

Please give an autobiographical sketch (on another sheet of paper) including some indication of your approach to supervising an intern and anything about yourself which you may feel may be of additional importance to a potential intern or to the Seminary.

What is the present status of this application?

_____ Approved by supervisor

_____ Approved by congregational council/agency board

_____ Approved by congregation

After what date will this application be considered official (e.g. after annual meeting)? _____

Signed _____
Pastor (or head of institution)

Signed _____
Congregational representative

Date Submitted _____

INTERNSHIP CONTRACT
(Lutheran Theological Seminary Saskatoon)

1. This agreement is between _____ (parish or institution) of _____ (place) and Lutheran Theological Seminary re: _____ (intern's name).
2. The starting date of this internship is _____ and anticipated closing date is _____.
(May these dates still be negotiated? Yes _____ No _____)
3. The learning site agrees to pay the stipend of \$ _____ per month (normally \$1000/month for full-time internships, proportionately less if part-time) unless otherwise arranged with the LTS Director for Contextual Education). This stipend will be paid on the _____ day of each month beginning _____.
4. The learning site agrees re: housing to do the following:
(check option that applies)
 _____ The learning site will provide a housing allowance of \$ _____ per month to cover rental & utility costs (long distance personal telephone calls excepted). This amount must be enough _____ to cover simple but adequate housing in the internship context.
 _____ The learning site will provide adequate, furnished housing plus utilities (long distance personal telephone calls excepted).
 _____ The learning site will provide adequate, unfurnished housing plus utilities (long distance personal telephone calls excepted).
5. If the housing provided or rented is unfurnished, the learning site will provide for moving the intern's furniture between the seminary and internship site and between the internship site and seminary (amount of furniture and means of moving to be agreed to in writing and signed prior to the move). Yes _____ No _____
6. The learning site, at its own expense, desires a visit by the intern prior to internship. Yes _____ No _____

The following items are a normal part of an internship agreement. Please indicate with a "yes" if the parish/agency agrees to this.

7. The intern will be reimbursed for automobile expenses incurred in the performance of assigned duties at _____ per km. or _____ per month.
8. The Seminary will be paid the sum of \$750 (one time) for the travel equalization pool. _____
9. Three-week paid vacation for a 12-month internship (2-week for a 9-month) will be granted _____.
10. A supervisory session of at least one and a half hours per week will be provided focusing on theological reflection, evaluation, and learning (not used for parish/agency planning). _____

- 11. An internship lay committee will be formed to assist in the development of the intern and to provide additional feedback on a monthly basis. _____
- 12. A learning covenant will be formulated and a copy will be filed with the Seminary within three weeks of the start of the internship _____.
- 13. The supervisor and intern will participate in cluster meetings, on-site visits and workshops as required by the seminary. _____
- 14. The internship supervisor will ensure that mid-term and final reports, read and signed, are submitted to LTS in a timely fashion from the lay committee, supervisor and intern. _____

Signed for parish/congregation/institution _____

Signed by Supervisor (to indicate that you have seen and are satisfied with these arrangements) _____

Signed by Intern_ (to indicate that you have seen and are satisfied with these arrangements) _____

Signed for LTS _____

Date: _____

A signed copy of this contract should be sent immediately to the LTS Director of Contextual Education. The intern and parish/agency should retain a copy as well.

MID-YEAR SELF-REPORT BY INTERN

Intern: _____
 Supervisor: _____
 Congregation/Institution _____
 Location (address) _____
 Beginning and ending dates of Internship _____

Signatures:

Intern _____ Date _____
 Supervisor _____ Date _____

PROGRESS ON LEARNING COVENANT

Identify your Learning Goals from your Learning Covenant and describe: a) what you have been doing to try to meet them, and b) your evaluation of the extent to which there has been growth regarding each of the goals.

GENERAL GROWTH IN MINISTRY

Without repeating things which may have been covered in your description of your progress on learning goals, please comment on the following:

1. Evaluate your skills in the following areas. Indicate where you feel you are strong and where improvement seems needed.
 - a. Worship / Proclamation
 - b. Administration
 - Management (office, record keeping, staff, council, committees)
 - Program (organizations, committee action, etc.)
 - c. Teaching
 - d. Community Involvement
 - e. Church-at-large Involvement
 - f. Counseling / Visitation
2. Comment briefly on these areas as observed:
 - a. Growth in Pastoral Identity
 - b. Personal / Spiritual Growth and Development
 - c. Personal maintenance (sleep, rest, recreation)
 - d. Personal Support System (eg. friends, family, professional caregivers)
3. Evaluate the present relationship between you and the supervisor.
4. How frequently do you meet with the supervisor for:
 - a. Staff and program planning for the current week, coming months? Describe.
 - b. Supervisory conference (evaluation and theological reflection regarding your ministry together. Describe.
5. Describe your pastoral leadership capabilities (capacity to plan, organize, lead, delegate authority, etc.).

6.
 - a. Indicate areas where you feel that you excel.
 - b. Indicate areas where you feel there is need for further growth and development in yourself.
 - c. What specific steps will be taken for this growth to occur?
7. Indicate your perception of your vocational clarity, at this time.
8. To what extent do you feel that the office of intern pastor is integrated with your person
9. How can the seminary be of assistance to you or the supervisor at this time?
10. Please give a brief reaction to the cluster meeting and how to improve it.
11. Additional comments.

This evaluation should be shared with the supervisor and the lay committee, then signed. Prior to signing, but following the discussion, the intern may amend the evaluation or the supervisor may append a note if something needs clarification that is not covered in their own evaluation.

MID-YEAR REPORT ON INTERN
By Lay Internship Committee

Note: this form is available in electronic form from the LTS Director for Contextual Education.

Intern's Name: _____
 Congregation/Agency's Name: _____
 Lay Committee Chair's Name: _____
 Date: _____

INSTRUCTIONS

The purpose of the mid-year report is to help the intern to understand how his or her ministry has impacted the congregation and the committee. It also provides an opportunity for the intern and committee to develop goals for growth in the months remaining.

The mid-year report can be filled out in one of two ways. 1) It may be done as a group (without the intern present), with one person serving as secretary to summarize and record responses. The summaries should be checked out with the group towards the end of the meeting; OR 2) A copy of this report can be given to each member who fills it out (briefly) on their own and gives it to the chair (or a designated member of the committee) who then summarizes the responses in each section and brings the summary to the next meeting of the committee to be ratified (without the intern present).

Once the report is completed and the committee is agreed on it, the committee should meet with the intern to discuss it. The intern should be asked to bring to this meeting a copy of the intern's Self-Report and their Learning Covenant (so that the committee can discuss progress on that covenant in light of the report). The intern should also be asked to come prepared to share some feedback on how the committee's work has affected him or her and how the intern and committee can make their remaining time together even more effective. The final task of the meeting is to identify goals for the intern's growth during the remaining time on internship (these will be modified by the supervisor's input and report).

At the conclusion of the meeting the committee may (or may not) wish to make some changes to the written report. The final version should be signed by the chair and the intern and copies given to the supervisor and the LTS internship director by the end of the mid-month of internship.

If you have any questions about the mid-term report please contact the LTS Director of Contextual Education.

Identify the Intern's Learning Goals and your sense of the intern's progress towards these goals.

Describe the *impact* of the intern's ministry on yourselves (and others who have spoken to you about the intern's work). How do you experience the intern in the following areas:

Worship

1. Design (choice of hymns, structure of worship, etc.)
2. Worship Leading ("presence," use of voice, singing, movement, flow, etc.)
3. Preaching (Does it address your problems? Does it feel like good news to you? Is the use of language, illustrations, etc. accessible, clear and captivating to you?)

Administration and Leadership

1. Personal organization (Have you experienced the intern as being well-prepared, managing time effectively, punctual, following through on tasks, etc?)
2. Office management (What have you noticed of the intern's ability to keep records, relate to office or other staff other than the supervisor, use computers and equipment, etc?)
3. Program involvement (How has the intern's presence on council, committees and other organizations affected those they are working with?)
4. Leadership ability (What have you noticed about the intern's ability to plan, organize, lead, delegate authority, train and motivate leaders, etc?)
5. Stewardship, PR and fund-raising. (How does the intern communicate the congregation/agencies needs to others and how does it come across to them?)

Teaching

What are people's experience of the intern's ability to communicate clearly, to relate to different ages, to manage group process well, etc.?

Community Involvement

(What is the intern involved in outside the community? What are your impressions of that involvement and its place in the intern's overall ministry?)

Church-at-Large Involvement

How is the intern involved in the larger church? Have they attended conferences, synodical meetings, cluster meetings? What effects have you observed on the intern from these involvements?

Counseling /Visitation

From your own experience, or conversation with those whom the intern has visited or counseled, what is the intern's impact in this area? Did you or others feel listened to? Did you feel that the intern helped you to experience and understand God's presence in your life? Did you feel that the intern was open and vulnerable?

Comment briefly on the following areas as you have observed them in the intern's life.

1. Growth in the intern's identity as a pastor/diaconal minister (appropriate self-confidence, self-presentation, etc.)
2. Personal /spiritual growth and development
3. Personal maintenance (sleep, rest, recreation)
4. Relationship to family (immediate and extended)

What have you observed about the relationship between the intern and the supervisor?

How many meetings have you had with the intern?

How frequently do you meet?

How have you spent your time at the meetings?

What role has the intern taken in these meetings?

Summary of Strengths and Areas for Growth

-Indicate any areas from above where you have experienced the intern as having a particularly beneficial impact on yourself or others to whom you have spoken.

- What would you see as this intern's key growing edge(s)?

- What specific sort of support/training do you think the intern needs to develop in these growth areas?

Is the intern able to articulate to you a clear picture of his/her tasks and how they are related to the total life of the parish? Please comment.

What do the intern's words and actions suggest to you about the intern's sense of call to pastoral/diaconal ministry at this time?

Recognizing that the intern is in a process of training, what potential do you see for the intern to serve in a few years as pastor to this congregation? Explain.

Is the office of pastor/diaconal minister integrated with the person of the intern? (Does the intern seem authentic, sincere, when doing official acts? Do they seem like the same person both in and out of the pastoral/diaconal role?)

Are there ways the seminary can be of assistance to you at this time?

Additional comments:

MID-YEAR REPORT ON INTERN
By Supervisor

This report must be shared with the intern and lay committee and then submitted to the LTS Director of Contextual Education by the end of the middle month of internship. This form is available from the Director in electronic format.

Re Intern: _____

By Supervisor: _____

Signatures:

_____ (supervisor)

_____ (intern)

_____ (lay committee representative)

Date: _____

PROGRESS ON LEARNING COVENANT

1. Identify the Intern's Learning Goals from their Learning Covenant and describe: a) what the intern has been doing to try to meet them, and b) your evaluation of the extent to which there has been growth regarding each of the goals.
2. Identify your own goals *for your own supervisory skills, not for the intern's growth* as they were listed in the original Learning Covenant. Describe what you have been doing to move towards them and to what extent you have made progress on them.

GENERAL GROWTH IN MINISTRY

Without repeating things which may have been covered in your description of the intern's progress or your own progress on learning goals, please comment on the following:

1. Report on the intern's skills in the following areas. Indicate areas of strength and where improvement seems needed.
 - a. Worship / Proclamation
 - b. Administration
 - Management (office, record keeping, staff, council, committees)
 - Program (organizations, committee action, etc.)
 - c. Teaching
 - d. Community Involvement
 - e. Church-at-Large Involvement
 - f. Counseling/Visitation
2. Comment briefly on these areas as observed:
 - a. Growth in Pastoral Identity
 - b. Personal / Spiritual Growth and Development
 - c. Personal maintenance (sleep, rest, recreation)
 - d. Personal Support System (eg. friends, family, professional care givers)

3. Evaluate the present relationship between you and the intern.
4. How frequently do you meet with the intern for:
 - a. Staff and program planning for the current week, coming months? Describe.
 - b. Supervisory conference (evaluation and theological reflection regarding your ministry together). Describe.
5. Describe the pastoral leadership capabilities of the intern (capacity to plan, organize, lead, delegate authority, etc.).
6.
 - a. Indicate areas where you feel that the intern excels.
 - b. Indicate areas where you feel there is need for further growth and development in the intern.
 - c. What specific steps will be taken for this growth to occur?
7. Does the intern seem to have a clear picture of his / her tasks and how they are related to the total life of the parish? Please comment.
8. Indicate your perception of the intern's clarity of call to the pastoral/diaconal ministry.
9. Recognizing that the intern is in the middle of a training process do you feel that the intern is on track to function effectively as a pastor or diaconal minister in a congregation/agency similar to yours? Why or why not?
10. Is the office of pastor integrated with the person of the intern?
11. How can the seminary be of assistance to you or the intern at this time?
12. Please give a brief reaction to the cluster gathering and how to improve it.
13. Additional comments:

This evaluation should be discussed with the intern and signed by Supervisor; Intern and Lay Committee Representative and then submitted to the LTS Director of Contextual Education by the end of the middle month of the internship.

FINAL EVALUATIVE REPORT FOR INTERNSHIP
By the Intern

Name of Intern _____
 Dates of Internship _____
 Congregation _____
 Location (address) _____

Signatures:

Intern _____ Date _____
 Supervisor _____ Date _____

This report should be completed in the last 2-4 weeks of internship. The signatures of both intern and supervisor are needed indicating that each has read it and that it has been discussed in a supervisory session.

Summary Paragraph: This sums up your sense of yourself as a candidate for pastoral ministry based on your internship experience. It should concisely but broadly address issues such as pastoral and theological competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills. It should be written after you have done the numbered questions below.

PROGRESS ON LEARNING COVENANT

Identify your Learning Goals from the Learning Covenant and describe: a) what you have been doing to try to meet them, and b) your evaluation of the extent to which there has been growth regarding each of the goals. NOTE: If the goals were modified after the mid-term evaluation include a brief summary of progress on the early goals as well. This final evaluation may be the only one that the colloquy committee will see.

GENERAL GROWTH IN MINISTRY

Without repeating things which have been covered in your description of your progress on learning goals, please comment on the following:

1. Describe your effectiveness in the following areas of ministry:
 - a. *Worship*
 - (i) Design (choice of hymns, structure of worship, etc.)
 - (ii) Worship Leading ("presence," use of voice, singing, movement, flow, etc.)
 - (iii) Preaching (Did it address the congregation's real needs? How did you assess those needs. How clear and accessible was your language? How captivating and relevant to the sermon's main point were your illustrations, metaphors, stories

- b. *Administration and Leadership*
 - (i) Personal organization- time management, level of preparation, follow-through
 - (ii) Office management- ability to keep records, use computers effectively, relate to office staff
 - (iii) Program involvement- effectiveness in working with programs and committees

Ability to equip others for ministry--including ability to facilitate a common vision for the congregation, develop plans, delegate authority, train volunteers, resolve conflicts and affirm the “Monday” ministries of people outside the church, helping others see how their work relates to God’s mission in the world.

- c. *Teaching* (How clearly do you communicate? How effectively do you do theological reflection and engage others in it? How well do you manage group process? What is your experience of the intern’s ability to communicate clearly, to relate to different ages, to manage group process well, etc.?)
 - d. *Community Involvement* (What were you involved in outside the community? What were the positives and negatives of that involvement? How did it fit into your overall ministry)
 - e. *Church-at-Large Involvement* (How were you involved in the larger church? Did you attend conferences, synodical meetings, cluster meetings? Which of these were the best learning experiences for you and why?)
 - f. *Counseling / Visitation* (How effective were you in this area? Did others feel listened to? To what extent were you able to be open and vulnerable? To what extent were you able to help others experience and understand God’s presence in their lives? What are your strengths/needs for growth in this area?) How has the intern managed the personal/professional balance? To what extent are their boundaries flexible but firm and to what extent is their management of those boundaries appropriate?
2. What were the strengths and limitations of your relationship with your supervisor? How well-matched were you in teaching/learning styles? What form did your supervisory sessions take? How often and for how long were your supervisory sessions? What did you most appreciate in those sessions? What could be changed for subsequent interns?
 3. Describe your relationship to your lay committee? How often and for how long did you meet? What did you do/discuss in your meetings? In what way was the lay committee most helpful to you? What did you give back to the lay committee? What would you change regarding the lay committee’s role in future internships at this site?
 4. Describe your relationship to other staff members. What were the strengths and difficulties?

5. To what extent did you practice effective self-care-physically, emotionally, spiritually? Were you able to work hard, and rest well? What helped/hindered?
6. How well have you developed a support system of family, friends and professional care-givers that meets your needs?
7. What impact has the internship had on your personal spiritual life?
8. Describe how the internship has affected your theological-confessional stance.
9. Describe how internship has affected your moral/ethical sensitivity for both personal and social issues.
10. What important lessons have you learned about the pastoral ministry from the internship? (both positive and negative)
11. Summary of Strengths and Areas for Growth
 - a. What are your chief professional and personal strengths in relation to pastoral ministry?
 - b. What are your growing edges in relation to pastoral ministry? (This will be important for directing your final year of studies and continuing education in the parish).
 - c. What specific sort of support/training do you think you need to develop in these growth areas?
12. Comment on how you feel about the pastoral ministry as your future vocation and your present state of readiness to engage in it.
13. What was the best thing the seminary did for you in this internship? What could be improved for other internships?

This evaluation should be discussed with the supervisor and signed by both. If, following the discussion of this evaluation and before signatures are applied, you wish to amend it or the supervisor wishes to append a note offering clarification or another perspective on something that is not adequately addressed in their own evaluation, they may do so.

This evaluation should be submitted by the supervisor to the LTS Internship Director as soon as it has been signed.

FINAL REPORT FOR INTERNSHIP
By Individual Members of the Lay Internship Committee

Each member of the Internship Committee is asked to reflect upon the following questions before the Committee's consensus report is prepared. Please use another piece of paper so you have room for your responses.

1. How often did you meet with the Intern and under what circumstances?
2. What characteristics/skills of the intern, both personal and professional, had the most positive impact on you and others whom you observed or talked to in the congregation? How important, in your opinion, are these characteristics to effective pastoral ministry? Do you feel that the intern is aware of these strengths?
3. What characteristics/skills of the intern, both personal and professional, had the *least* positive impact on you and others whom you observed or talked to in the congregation? How important, in your opinion, are these characteristics to effective pastoral ministry? Do you feel that the intern is aware of these needs for growth?
4. As much as you were able to observe, what particular strengths did your pastor bring to the supervision of this intern? What areas might there be room for growth?
5. How would you evaluate the effect of the internship on the parish as a whole? What has been the response of the parish to the work of training an intern?
6. What have you learned through the experience of having an intern in your parish?
7. Do these learnings prompt any suggestions for training future interns?

FINAL YEAR-END INTERNSHIP COMMITTEE REPORT
Consensus Statement

Name of Intern _____
 Congregation _____
 Location (address) _____
 Dates of Internship _____
 Internship Committee Chairperson _____

This report has been reviewed by the whole committee and shared with the intern:

Signed:

Lay Committee Chairperson _____

Intern _____

The honest discussion of an internship by concerned lay persons can be extremely helpful for an intern preparing for ministry. Your comments are greatly appreciated; thank you for your assistance.

This report should be prepared in the following way: The Final Reports by Individual Members of the Lay Committee should be handed into the Committee chair who will then prepare this final report, share it with the lay committee as a whole, make adjustments based on their responses and then share the final revised version in a meeting with the intern and the committee.

At the meeting the committee should review their report with the intern. At that meeting the intern should also share his or her final self-report. The intern should also be asked to come prepared to share some feedback on how the committee's work has affected him or her. The committee members may want to share how they feel that they have moved towards their personal goals for being on the committee.

At the conclusion of the meeting the committee may (or may not) wish to make some changes to the written report. Then the committee's final report should be submitted to the supervisor who will send it along with the other final reports to the Director of Contextual Education at the seminary. It is essential that this report be received as soon after the end of the internship as possible so that further aspects of the intern's training are not delayed.

SUMMARY PARAGRAPH

Based on the detailed report below, sum up your experience of the intern. Concisely but broadly address issues such as pastoral/diaconal and theological competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills. It should be written after you have done the numbered questions below.

RECOMMENDATION

On the basis of your experience this year would your committee want this person to serve as your pastor or diaconal minister? Please explain your response.

PROGRESS ON LEARNING COVENANT

Identify the Intern's Learning Goals from their Learning Covenant and describe: a) what the intern has been doing to try to meet them, b) the extent to which you have observed growth in the intern regarding each of the goals.

GENERAL GROWTH IN MINISTRY

Without repeating things which may have been covered in your description of the intern's progress on learning goals, please comment on the following:

1. Please comment on your experience of the intern's ability to work with the following groups of people:
 - a. Children
 - b. Youth
 - c. Adults
 - d. Elderly
 - e. The ill
 - f. Males/Females
 - g. People of racial/ethnic groups different from the intern.
2. Describe the impact of the intern's ministry on yourselves (and others who have spoken to you about the intern's work). How did you experience the intern in the following areas?

Worship

 - a. Design (choice of hymns, structure of worship, etc.)
 - b. Worship Leading ("presence," use of voice, singing, movement, flow, etc.)
 - c. Preaching (Does it address your problems? Does it feel like good news to you? Is the use of language, illustrations, etc. accessible, clear and captivating to you?)

Administration and Leadership

 - a. Personal organization (Have you experienced the intern as being well-prepared, managing time effectively, punctual, following through on tasks, etc?)
 - b. Office management (What have you noticed of the intern's ability to keep records, relate to office or other staff other than the supervisor, use computers and equipment, etc?)
 - c. Program involvement (How has the intern's presence on council, committees and other organizations affected those they are working with?)

- d. Ability to equip others for ministry (What has been your experience of the intern's ability to help the congregation develop a common vision and plan to implement it, their ability to delegate authority and empower others, to recruit and train volunteers, resolve conflicts and affirm the "Monday" ministries of people outside the church, helping others see how their everyday work relates to God's mission in the world?)
- e. Stewardship, PR and fund-raising. (How does the intern communicate the congregation/agency's needs to others and how does it come across to them?)

Teaching

Does the intern get you interested and excited about what he/she is teaching? Can you hear and follow what they are saying? Do they seem well-organized, etc?

Community Involvement

What is the intern involved in outside the community? What are your impressions of that involvement and its place in the intern's overall ministry?)

Church-at-Large Involvement

If you have attended church conferences, synodical meetings or workshops with the intern, how have you experienced him/her? Did he or she seem comfortable, engaged, able to relate to others and contribute effectively to business or conversation? What effects have you observed on the intern from these involvements?

Counseling/Visitation

From your own experience, or conversation with those whom the intern has visited or counseled, what is the intern's impact in this area? Did you or others feel listened to? Did you feel that the intern helped you or others to experience and understand God's presence in their life? Did you feel that the intern was open and vulnerable?)

3. In what ways did you observe that the intern was or was not sensitive to congregational/agency realities and was or was not able to adjust appropriately to them?
4. What is your general sense of the intern's sense of call and commitment to pastoral/diaconal ministry?
5. Please comment on your experience of the intern's:
 - a. personality, sense of humor, tact, manners and personal appearance
 - b. cooperativeness, enthusiasm, initiative
 - c. personal, emotional stability
 - d. personal faith
6. How would you summarize the intern's greatest strengths?
7. How would you summarize areas in which the intern might pursue growth?
8. Additional comments.

FINAL EVALUATIVE REPORT FOR INTERNSHIP
By the Pastor-Supervisor

Name of Intern _____
 Congregation / Institution _____
 Location (address) _____
 Dates of Internship _____

Signatures:

Intern _____ Date _____
 Supervisor _____ Date _____

This report should be completed in the last 2-4 weeks of internship. The signatures of both intern and supervisor are needed indicating that each has read it and that it has been discussed in a supervisory session.

Summary paragraph: *This sums up your experience of the intern and should concisely but broadly address issues such as pastoral and theological competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills. It should be written after you have done the numbered questions below.*

Recommendation: On the basis of your experience this year would you recommend the intern as a pastor to a congregation? Please explain your response.

PROGRESS ON LEARNING COVENANT

1. Identify the Intern's Learning Goals from their Learning Covenant and describe: a) what the intern has been doing to try to meet them, and b) your evaluation of the extent to which there has been growth regarding each of the goals. NOTE: If the goals were modified after the mid-term evaluation include a brief summary of progress on the early goals as well. This final evaluation may be the only one that the colloquy committee will see.
2. Identify your own Learning Goals as a supervisor from your Learning Covenant and describe what you have been doing to move towards them and to what extent you have made progress on them.

GENERAL GROWTH IN MINISTRY

Without repeating things which have been covered in your description of the intern's progress or your own progress on learning goals, please comment on the following:

1. Describe your experience of the intern's skills in the following areas:
 - a. *Worship leadership*- including ability to design worship and to lead it graciously and effectively
 - b. *Proclamation/preaching*- including use of voice, relevance to preaching to congregation's needs, use of scripture and tradition.

- c. *Administration*
 - (i) Personal organization- time management, level of preparation, follow-through
 - (ii) Office management- ability to keep records, use computers effectively, relate to office staff
 - (iii) Program involvement- effectiveness in working with programs and committees
 - (iv) Ability to equip others for ministry--including ability to facilitate a common vision for the congregation, develop plans, delegate authority, train volunteers, resolve conflicts and affirm the “Monday” ministries of people outside the church, helping others see how their work relates to God’s mission in the world.
 - d. *Teaching*- including ability to communicate clearly and imaginatively and to do sound theological reflection.
 - e. *Community building within the congregation*- how does the intern facilitate positive relationships between congregational members?
 - f. *Involvement in the community outside the congregation*
 - g. Pastoral Care
 - (i) General visitation-how do people respond?
 - (ii) Ministry in situations of illness, crisis and grief: strengths, areas for growth.
 - (iii) Counseling: strengths, areas for growth.
 - h. Outreach / Mission
 - (i) Visitation on prospective members
 - (ii) Visitation on inactive members
 - (iii) Other (please specify)
2. In reference to the above functions of ministry what would you regard as the intern’s, greatest strengths in pastoral leadership?
 3. Indicate areas where you feel there is a clear need for further growth and development in the intern. What potential do you see for that growth to take place? What specific steps do you recommend in order to achieve such growth?
 4. Describe the intern’s capacity for self-awareness and self criticism.
 5. How has the intern managed the personal/professional balance? To what extent are their boundaries flexible but firm and to what extent is their management of those boundaries appropriate?
 6. To what extent does the intern practice effective self-care-physically, emotionally, spiritually? Are they able to work hard, and rest well?
 7. How well has the intern developed a support system of family and friends that meets their needs?
 8. What happened in the life of the intern at the level of personal faith as far as you can tell?

9. Describe the nature and quality of the intern's relationships:
 - with you
 - with the staff
 - with the Internship Committee
10. Describe the intern's ability to integrate theory and practice, theology and ministry.
11. Indicate your perception of the intern's vocational clarity at this time. What is nature of the intern's sense of call as you see it?
12. Indicate your perception of the intern's preparedness for the realistic demands of ministry, identifying any particular obstacles that you may be aware.
13. Other comments.

This evaluation should be discussed with the intern and signed by both. If, following the discussion of this evaluation and before signatures are applied, the supervisor wishes to amend it or the intern wishes to append a note offering clarification or another perspective on something that is not adequately addressed in their own evaluation, they may do so.

This evaluation should be submitted by the supervisor to the LTS Internship Director as soon as it has been signed.