

# TEEM

# Internship Handbook

**TEEM: Theological Education for Emerging Ministries**



Pacific Lutheran Theological Seminary



Luther Seminary

FALL 2020

# **THEOLOGICAL EDUCATION FOR EMERGING MINISTRIES INTERNSHIP HANDBOOK**

## **TABLE OF CONTENTS**

The TEEM Internship Program	1
Seminary Training Experience Profile (STEP)	9
General Information for the TEEM Internship	15
Goals for the TEEM Internship	16
TEEM Internship Evaluation: The Intern's Self-Evaluation	18
TEEM Internship Evaluation: The Supervisor's Evaluation	23
TEEM Internship Evaluation: The Internship Committee's Evaluation	28

## **THE TEEM INTERNSHIP PROGRAM**

Welcome to this essential component of the TEEM program: internship. Internship is a time of concentrated involvement in ministry under pastoral supervision and supported by a congregational internship committee. Normally a TEEM internship will be twelve months in length, although a shorter internship—one no less than nine months in duration—may be negotiated in specific situations. This handbook is intended to provide a framework within which the TEEM internship requirement can be understood and completed.

Because most TEEM students have prior experience in pastoral ministry or are preparing for a very specialized ministry, *the Teem internship is individually designed to meet each student's specific learning needs.*

The internship design should be based on the recommendations of the Theological Review Panel in consultation with the TEEM Director. Specific goals also should include the input of the internship supervisor, and possibly the Internship Committee, as well.

Included in this handbook is a skills assessment inventory, Seminary Training Experience Profile (STEP) to assist you in determining appropriate goals for the internship. The categories on this inventory are grouped to match the categories on the mid-year and final evaluation forms.

Other helpful information that you will find in this handbook include:

- mid-year and final evaluation forms for interns, supervisors, and the internship committee (pp.18-29)
- a description of the hoped-for relationship between the supervisor and the intern (p.7)
- recommendations for supervisory meetings
- a description of ministry areas that will be assessed in the final evaluation.

### **GENERAL EXPECTATIONS ASSOCIATED WITH A TEEM INTERNSHIP**

1. Goal-setting in 4-10 ministry areas.
2. Supervised experience in areas of ministry established as goals.
3. 60 to 90 minutes of supervisor and intern meeting time per week.
4. A nine-month minimum internship period.
5. Mid-year and final evaluations by the intern, supervisor, and internship committee.
6. When deemed appropriate by the intern, the supervisor, and the Director of the TEEM program, a visit to the site by the Director could be arranged.

## **THE THREE MAIN PARTNERS IN A TEEM INTERNSHIP**

### **I. INTERN**

The intern is the one who is primarily engaged in learning. The internship period is to be a time for the person in pastoral formation to reach new heights of commitment and skill.

#### **The relationship of learning to serving**

While the intern serves the congregation in a variety of ways, serving is not the intern's primary task: learning is. Serving is the normal way for the learning to occur.

The intern, therefore, will serve the congregation in areas where the intern needs to grow. Once growth has been achieved through experience and reflection in those areas, the intern probably will want to attend to other opportunities for growth. At times, the intern may need to be encouraged to move on to other experiences in order to maximize learning experiences, rather than stay in familiar and comfortable roles. Attention to areas of need should be complemented by the opportunity to deepen areas of strength as well.

At the same time, however, an appropriate result of the internship period is for the intern to make a significant contribution to the work of ministry in the congregation. The internship committee, representatives of the congregation, and the supervisor should clearly describe the congregation's expectations for effective ministry during the internship period. Then, when the intern sets the intern's goals, then the hopes and needs of the congregation, as well as the growth needs of the intern and the seminary's expectations, can be taken into consideration.

### **II. SUPERVISOR**

Effective supervision is the key component in a healthy, successful internship. First, the supervisor should be interested in getting to know the intern as a person, often in an informal setting. Commitment is demonstrated in the amount of time given to the intern. The supervisor will need to display some personal openness as the relationship begins to form.

The intern's "growing edges" are identified, and together the supervisor and the intern set appropriate goals for the internship period. Methods and activities for reaching these goals are outlined, based upon the ministry opportunities and needs of the particular congregation.

The supervisor provides continuous feedback for the intern, affirming the intern's new-found strengths, as well as identifying areas where improvement would be beneficial. The supervisor supports the intern during periods of discouragement and celebrates with the intern when new

heights are reached.

Throughout the year the supervisor's role is to help the intern integrate theological understanding with personal and pastoral skills and to foster the intern's growth in these skills, as well as the intern's ability to reflect theologically on the ministry that is being practiced. The supervisor presents the intern with one model of an ordained pastor, but mainly the supervisor *assists the intern in developing his or her own pastoral identity and style.*

### **III. INTERNSHIP COMMITTEE**

There should be an Internship Committee consisting of not more than six (6) people from the congregation. It is the supervisor's responsibility to appoint the committee members. The committee's role is supportive and reflective, but not supervisory. Its task is to give honest feedback to the intern, to meet with the intern regularly, and to complete mid-year and final evaluations on the intern in relation to the intern's goals.

One member should be chosen as the Internship Committee chairperson in order to facilitate the effective functioning of the Internship Committee. The chairperson meets with the intern to set the agenda for each meeting, maintains communication with committee members about committee matters, and, together with the intern, tends to the evaluative process.

The committee will be most effective if it meets monthly. The focus of the monthly meetings should be on how the intern is or is not fulfilling the set goals of the internship, on offering affirmation and encouragement, and on providing supportive critique relative to the intern's appropriation of the pastoral role.

### **GETTING STARTED**

1. Fill out the "General Information for TEEM Internship" form and return it to the Director of the TEEM program *one month prior to the beginning of the internship.*
2. Develop goals for the internship and send a signed copy of the "Goals for TEEM Internship" form to the Director of the TEEM program for approval *one month prior to the beginning of the internship.*
3. Establish an initial schedule for supervisory sessions. The schedule can be reviewed and changed, if necessary, after the internship has begun.

## **GOALS STATEMENT – THE LEARNING SERVICE AGREEMENT (LSA)**

A “Goals for TEEM Internship” document (sometimes known as a Learning Service Agreement – LSA) should be developed by the intern and supervisor to guide the learning process. The Internship Committee can be invited to participate in the development of the Goals Statement as well.

Creating a Goals Statement is typically a three-stage process. The first stage is to work with the Seminary Training Experience Profile (STEP) on pages 9-14 in order to identify the intern’s learning issues and needs on the basis of past experience.

The second stage is for intern, supervisor, and Internship Committee to determine which of these goals can helpfully be addressed through involvement in the various dimensions of the congregation’s ministry. To assist in choosing concrete and specific goals, the following possibilities can be considered.

- The formation of pastoral identity is stimulated by regular reflection sessions with the supervisor, feedback and evaluation from the Internship Committee, and participation in the life of the church. Surrounded by love and support, the intern should feel herself/himself becoming a pastor.
- Preaching – The intern should normally be given the opportunity to preach at least once a month. All interns are expected to develop skills in both content and delivery, and to move from abstract generalities of the Word to concrete insights. The supervisor should hear and/or tape and review the sermons in regularly scheduled sessions. Feedback from the congregation is also very valuable.
- Liturgy and Worship – For those who are not already serving in an authorized ministry setting, it is expected that the intern will be a regular part of the Sunday worship service under the supervisor’s direction. S/he should have the opportunity to participate in worship planning, work with and train lay leaders, and learn to assess and respect local traditions and styles. For those who are already serving in an authorized ministry setting, the intern is expected to discuss liturgy and worship with the supervisor on a regular basis.
- Teaching – Within the infrastructure of the congregation’s Christian Education program, the intern usually teaches in two or more of the following: a church school class, a catechetical class for youth, an adult class, a leadership training class, a vacation church school, adult membership classes, etc.
- Visitation – Always under the direction of the supervisor, there should be a variety of

experiences: visits to the sick or shut-ins, evangelism calls, visits to inactive members, visits to the parents of church school students, confirmation classes, survey calls, crisis and grief calling, and visits to hospitals, rest homes, and jails.

- Counseling – Unless the intern is a trained and credentialed counselor, counseling *is to be limited to crisis counseling or spiritual guidance and reflection*. As a rule of thumb, if a parishioner requires more than three sessions of counseling, s/he should be referred to a qualified therapist. It is important for the intern to be aware of community resources so that these referrals can be made. It is also important for the supervisor to discuss with the intern any policies and laws regarding counseling which may be unique to a particular state, synod, or congregation.

*Interns must share with their supervisor issues of pastoral concern, whether of a personal crisis nature or a request for spiritual guidance, which arise in private conversations with parishioners. Careful records of these conversations should be kept. Parishioners must be informed that their concerns will be shared with the supervising pastor as a way of maintaining good pastoral care within the congregation. Beyond sharing with the supervisor, conversations of a spiritual or personal nature are to remain confidential.*

- Administration – The intern should acquire a broad understanding of the workings of all the programs of the parish by attending meetings of the church council, church boards, or committees, and by seeking out and learning from those involved in church administration, including the parish secretary and the records keeper.
- Extended Ministry – To avoid becoming too parochial in orientation, the intern should become familiar with the roots, composition and mission of the congregation, and with the other churches, institutions, and agencies serving the community. S/he should review old records and reports, interview longtime members and neighbors, walk the neighborhood, and become involved in ministerial associations, ecumenical happenings, and congregational cluster activities, etc.
- Leadership Development – To test and develop the intern’s leadership abilities and human relations skills, s/he might initiate, plan, implement and report on a significant congregational event that involves mobilizing the laity.
- Devotional Life and Study – The intern should establish a pattern of study and prayer and a devotional life that can be carried through his/her life as a pastor.
- Time Management and Self-Care – The intern should develop a life-long pastoral style

that recognizes the grace of God by balancing the demands of the profession and personal and family interests, including recreational activities and regular exercise.

The third and final stage in the process of developing a Goals Statement is to complete the “General Information for TEEM Internship” (p.15) and the “Goals for TEEM Internship” (pp.16-17) forms and submit both to the Director of the TEEM program one month prior to the beginning of the internship.

## **SUPERVISORY SESSIONS**

Supervisors and interns are encouraged to establish a regular weekly meeting time in a setting that is conducive to sustained conversation. Supervisory sessions are normally 60- 90 minutes in length. The meetings are given the importance they deserve when they are held in a quiet place, uninterrupted by personal messages or phone calls.

The agenda and focus of each meeting should be determined beforehand. Frequently the intern is given the responsibility of setting the agenda with input from the supervisor.

Supervisory sessions can encompass discussions about an issue in ministry, an evaluation of an event, or a theological concept. Supervisory sessions should be kept separate from staff-planning meetings.

### **Suggested format for supervisory session:**

Check-in: For the first 10-15 minutes, the intern and supervisor inform each other of their “states of mind.” They can identify personal issues or sensitivities of either a personal or professional nature that could affect or inform the sessions.

A short prayer may be offered.

Topic (when possible, to be decided upon ahead of time):

- Instructional: focused on a specific issue in ministry, as in the how-to of setting-up a parish committee.
- Theological reflection: focused on a theological concept that the intern or supervisor finds challenging in relation to the actual practice of ministry in the parish setting. This helps more solidly integrate the intern’s theology and practice.
- Evaluation: focused on a particular event or incident, such as a sermon or a pastoral call. The intern and the supervisor both state what went well or not so well with either the intern or supervisor suggesting areas of improvement. The supervisor should check that the intern has understood correctly what has been said.

*Helpful feedback needs to include both the positive and the negative.* And the student does not always need to be the subject of an evaluation. Much can be learned by evaluating a sermon or leadership event given by the supervisor.

Next Meeting: Confirm the time and place of the next meeting and determine the agenda.

## **THE SUPERVISOR-INTERN RELATIONSHIP**

The intern and the supervisor will be working closely together. Openness, honesty, acceptance, and loyalty on both sides contribute to a good working relationship. However, *the intern remains the intern and not an equal colleague.* The nature of supervision confers on the supervisor a specific power and authority. Acknowledgment of this reality provides the framework for a healthy intern/supervisor relationship. With this position of authority comes the responsibility to respect this imbalance of power.

The relationship between intern and supervisor may develop beyond a purely professional level. However, internship goals can be met satisfactorily without such a development. Nevertheless, the supervisor and the intern should seek a relationship that is personally satisfying as well as professionally responsible. Personal closeness, of course, does not eliminate the need for supervision.

*A counselor-counselee relationship ought not develop.* A rule of thumb is that if more than 1/2 of the supervisory session is consistently focused on personal issues, an outside professional should be identified who can provide assistance.

Respect for and loyalty to each other is an essential underlying principle of the supervisor/intern relationship. Thus, issues, complaints, problems, or difficulties should be discussed with each other as they arise. *The intern must avoid becoming the 'lightning rod' which attracts the complaints of people disgruntled with the supervisor.* Should friction and/or tension develop between intern and supervisor, open feedback and sharing are necessary. If such tension persists and the usual conflict-resolution strategies fail to bring an acceptable resolution to the issues, then the Director of the TEEM program should be contacted right away. Waiting too long can result in irreversible damage to the relationship and an unhappy termination of the internship. The Director of the TEEM program is available for special consultation that may prevent this undesirable outcome.

## **EVALUATIONS**

The TEEM administrative office expects each internship team to submit a Goals Statement (LSA) at the beginning of the internship, and evaluations from the intern, supervisor, and the Internship Committee at the mid-point of the internship and at its conclusion. The evaluative forms used at the mid-point and at the conclusion of the internship are included in this handbook. They are identical, thus allowing growth and learning to be more easily tracked and identified.

If deemed appropriate by the intern, the supervisor, and the Director of the TEEM program, an on-site visit will be scheduled by the Director at some point in the middle third of the internship.

## **INTERNSHIP FEE**

PLTS of California Lutheran University charges the congregation an internship fee of \$600 to help defray administrative expenses for the program. The fee is payable at the beginning of the internship. Make checks out to California Lutheran University and mail to the Business Office of CLU at 60 West Olsen Road, Thousand Oaks, CA 91360. Please include a letter stating the name of the student and the TEEM program internship site.

## Seminary Training Experience Profile (STEP)

The purpose of STEP is to assist the student and Supervising Pastor to discover the areas of pastoral / professional life in which the student has not yet had experience or exposure. The results of this profile can then be considered as the student designs goals of learning/experience for the immediate future.

### TO BE COMPLETED BY THE STUDENT

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
Please print

As a potential intern, reflect on the experiences that you have had in each of the following areas and the extent to which you have demonstrated a certain level of effectiveness.

**Leading Worship:** Factors to consider include your poise and presence, voice and language while reading scripture, leading prayer and conducting liturgy, your participation in worship planning, and your participation in different types of services and pastoral activities: baptism, confirmation, weddings, funerals, etc.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Preaching:** Factors to consider include ability to use biblical material, connection to the congregation / community, use of illustrations and organizational clarity, and delivery of sermons.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

\*Rate level of effectiveness from 1 to 5. 5=highest (exceptional), 1=lowest (minimal effectiveness)

**Teaching Adults:** Factors to consider include ability to facilitate discussion and create a comfortable learning environment, and the quality, depth, and presentation of concepts.

Check one \_\_\_\_\_ I have little or no experience in this area.

\_\_\_\_\_ I have substantial experience in this area.

I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Teaching Youth and Children:** Factors to consider include the use of appropriate material for different occasions and the use of appropriate formats for presentation for various age groups.

Check one \_\_\_\_\_ I have little or no experience in this area.

\_\_\_\_\_ I have substantial experience in this area.

I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Evangelism:** Factors to consider include ability to welcome and interact with strangers, offer a witness to Jesus Christ, engage in outreach activities in the community, and participate in community demographic studies/canvassing.

Check one \_\_\_\_\_ I have little or no experience in this area.

\_\_\_\_\_ I have substantial experience in this area.

I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

\*Rate level of effectiveness from 1 to 5. 5=highest (exceptional), 1=lowest (minimal effectiveness)

**Pastoral Care:** Factors to consider include ability to develop trusting relationships, listen empathetically, respond to crisis and grief situations, discern the needs of people, respect confidential information; and comfort level in doing home and hospital visitation, with issues of grief, death, and dying, and counseling with issues of faith, vocation , addictions, and marital problems.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Visionary Leadership:** Factors to consider include attitude toward the ELCA and ecumenical relationships, and ability to provide leadership for mission.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Administration:** Factors to consider include ability to work with committees, deal with change and conflict, respond constructively to criticism, accomplish tasks in a timely manner, keep records, and supervise volunteers.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

\*Rate level of effectiveness from 1 to 5. 5=highest (exceptional), 1=lowest (minimal effectiveness)

**Stewardship Leadership:** Factors to consider include ability to articulate and model a Christian stewardship of life, talents, and money.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Leadership of Social Ministry:** Factors to consider include sensitivity to issues of need and justice in the community, ability to empower others to respond out of their faith commitment, openness to participate in congregational and community projects, willingness to engage the congregation in processes of social change.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Empowering Lay Leadership/Equipping the Laity:** Factors to consider include the ability to encourage collegial working relationships, to delegate responsibility, to share leadership, to inspire commitment, and to develop a vision of the value and importance of the priesthood of believers.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

\*Rate level of effectiveness from 1 to 5. 5=highest (exceptional), 1=lowest (minimal effectiveness)

**Engagement with the Community:** Factors to consider include a sense of the importance of ministry in the larger community, an appreciation of community issues and demographics, an awareness of leading actors and institutions in the community, and presence of community organizing skills.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Collegiality:** Factors to consider include an appreciation for the gifts of professional colleagues, participation in text studies and/or other ministerial groups and associations, and ability and willingness to support the accomplishments of colleagues as well as receive the ministry of colleagues.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

**Self-Care:** Factors to consider include a realistic awareness of personal strengths and needs, an ability to manage time effectively, commitment to regular time for recreation and rest, an understanding of self-care as a matter of stewardship of resources, demonstrated commitment to holistic health, and commitment to tend to important personal relationships.

Check one \_\_\_\_\_ I have little or no experience in this area.  
\_\_\_\_\_ I have substantial experience in this area.  
I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

\*Rate level of effectiveness from 1 to 5. 5=highest (exceptional), 1=lowest (minimal effectiveness)

**Spiritual Formation:** Factors to consider include demonstrated commitment to one or more spiritual disciplines, participation in spiritual growth/Bible Study groups, regular conversation with a spiritual director/mentor, presence of a devotional practice, and commitment to a discipline of on-going education and spiritual growth.

Check one \_\_\_\_\_ I have little or no experience in this area.

\_\_\_\_\_ I have substantial experience in this area.

I rate my level of effectiveness in this area at \_\_\_\_\_ (from 1 to 5)\*

*Comments:*

\*Rate level of effectiveness from 1 to 5. 5=highest (exceptional), 1=lowest (minimal effectiveness)

# **GENERAL INFORMATION FOR TEEM INTERNSHIP**

**Due Date: One month prior to the start of the internship!**

Student:

Student Address: \_\_\_\_\_

\_\_\_\_\_

Student's Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Student's Cell Phone: \_\_\_\_\_

Student's Synod:

Candidacy Contact Person: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Site Address: \_\_\_\_\_

Site Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Supervisor's Address: \_\_\_\_\_

Supervisor's Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Supervisor's Cell Phone (optional):

Dates of Internship: From To

Full-Time: \_\_\_\_yes \_\_\_\_no

Part-time: Number of hours per week \_\_\_\_\_

**Approved By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Director of TEEM

## **GOALS FOR TEEM INTERNSHIP**

**Due Date: To be mailed to the Director for approval one month prior to the start of internship!**

Student: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Recommendations from the Theological Review Panel/Competencies Assessment Panel:**

**Recommendations from the Internship Supervisor:**

**Recommendations from the STEP Inventory:**

Continued...

**List 4 to 10 Specific, Measureable, and Time-bound Goals for the Internship:**

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisor: \_ Date: \_\_\_\_\_

**Approved By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Director of TEEM

Goals must be approved by the Director one month prior to the start of internship

# **Intern's Self-Evaluation**

## **TEEM Internship Evaluation**

Check one

\_\_\_\_\_ **Mid-year**

\_\_\_\_\_ **Final**

Submit to: TEEM Program  
Pacific Lutheran Theological Seminary  
2000 Center Street, Suite 200 Berkeley, CA 94704  
1-800-235-PLTS Fax: 510-559-2712  
Email: [teem@plts.edu](mailto:teem@plts.edu)

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Location (Address): \_\_\_\_\_

Term/Dates of Internship: \_\_\_\_\_

### **Assessment of Skills Needed for Pastoral Leadership: Competency Levels**

Directions: For each of the skill areas listed below, evaluate your level of competence on the following five point scale. Then, as needed, briefly comment on particular strengths or weaknesses.

1. Not yet competent – continued focus on this area would be important.
3. Competent – on track for ordination
5. Exceptional – this is an area where particularly outstanding gifts are evident.

### **Leading Worship**

Consider your poise and presence, voice and language as you read scripture, lead prayer and conduct liturgy.

Level of competence (1-5)

Comments:

### **Preaching**

Consider biblical interpretation, connection to the congregation/community, use of illustrations, and organizational clarity, as well as the delivery of sermons.

Level of competence (1-5)

Comments:

### **Teaching Adults**

Consider your teaching methods, including the ability to facilitate discussion and create a comfortable learning environment, as well as the quality, depth, and presentation of concepts

Level of competence (1-5)

Comments:

### **Teaching Youth and Children**

Consider both the materials used and the presentation to various age groups.

Level of competence (1-5)

Comments:

### **Evangelism**

Consider your commitment and ability to welcome and interact with strangers, as well as your ability to offer a witness to Jesus Christ.

Level of competence (1-5)

Comments:

### **Pastoral Care**

Consider your ability to develop trusting relationships, listen empathetically, respond to crisis and grief situations, discern the needs of people, and respect confidential information.

Level of competence (1-5)

Comments:

### **Visionary Leadership**

Consider your attitude toward the ELCA and ecumenical relationships, as well as your ability to provide leadership for mission.

Level of competence (1-5)

Comments:

### **Theological Understanding**

Consider your ability to speak clearly and with insight about the Christian faith from a Lutheran perspective.

Level of competence (1-5)

Comments:

### **Administration**

Consider your ability to work with committees, deal with change and conflict, respond constructively to criticism, and accomplish tasks in a timely manner.

Level of competence (1-5)

Comments:

### **Stewardship Leader**

Consider your ability to articulate and model a Christian stewardship of life, talents, and money.

Level of competence (1-5)

Comments:

### **Leadership of Social Ministry**

Consider your sensitivity to issues of need and justice in the community and your ability to empower others to respond out of their faith commitment.

Level of competence (1-5)

Comments:

### **Empowering Lay Leadership/Equipping the Laity**

Consider your ability to encourage collegiality, work with volunteers, delegate responsibility, share leadership, and support the laity in their ministry in the world.

Level of competence (1-5)

Comments:

### **Engagement with the Community**

Consider your awareness of community issues and demographics, your willingness to engage in ministry in the community, and your skills and comfort level with community organizing.

Level of competence (1-5)

Comments:

### **Collegiality**

Consider your ability and willingness to support professional colleagues in their ministry, cooperate with them in projects, and receive ministry from them.

Level of competence (1-5)

Comments:

### **Self-Care**

Consider your ability to manage time effectively, engage in practices designed to maintain a life style that tends to physical, mental emotional and spiritual needs, and demonstrate commitment to maintain and nurture important personal relationships

Level of competence (1-5)

Comments:

**Spiritual Formation**

Consider your practice of a personal devotional life, your commitment to one or more spiritual disciplines, your commitment to on-going education and growth, and your use of a spiritual director/mentor.

Level of competence (1-5)

Comments:

**Intern's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's Response** [check one]

\_\_\_\_\_ I have read my intern's self-assessment and I agree that it is a fair evaluation of his/her competencies for pastoral ministry.

\_\_\_\_\_ I have read my intern's self-assessment and I agree, with the following exceptions or additions:

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **Supervisor's Evaluation**

## **TEEM Internship Evaluation**

Check one

\_\_\_\_\_ **Mid-year**

\_\_\_\_\_ **Final**

Submit to: TEEM Program  
Pacific Lutheran Theological Seminary  
2000 Center Street, Suite 200 Berkeley, CA 94704  
1-800-235-PLTS Fax: 510-559-2712  
Email: [teem@plts.edu](mailto:teem@plts.edu)

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Location (Address): \_\_\_\_\_

Term/Dates of Internship: \_\_\_\_\_

### **Assessment of Skills Needed for Pastoral Leadership:**

Competency Levels Directions: For each of the skill areas listed below, evaluate the intern's level of competence on the following five point scale. Then, as needed, briefly comment on particular strengths or weaknesses.

1. Not yet competent—continued focus on this area would be important.
3. Competent—on track for ordination.
5. Exceptional—this is an area where particularly outstanding gifts are evident.

### **Leading Worship**

Consider the intern's poise and presence, voice and language as s/he reads scripture, leads prayer, and conducts liturgy.

Level of competence (1-5)

Comments:

### **Preaching**

Consider biblical interpretation, connection to the congregation/community, use of illustrations, and organizational clarity, as well as the delivery of sermons

Level of competence (1-5)

Comments:

### **Teaching Adults**

Consider the intern's teaching methods, including the ability to facilitate discussion and create a comfortable learning environment, as well as the quality, depth, and presentation of concepts.

Level of competence (1-5)

Comments:

### **Teaching Youth and Children**

Consider both the material used and its presentation to various age groups.

Level of competence (1-5)

Comments:

### **Evangelism**

Consider the intern's ability to welcome and interact with strangers, as well as ability to offer a witness to Jesus Christ.

Level of competence (1-5)

Comments:

### **Pastoral Care**

Consider the intern's ability to develop trusting relationships, listen empathetically, respond to crisis and grief situations, discern the needs of people, and respect confidential information.

Level of competence (1-5)

Comments:

### **Visionary Leadership**

Consider the intern's attitude toward the ELCA and ecumenical relationships as well as his/her ability to provide leadership for mission.

Level of competence (1-5)

Comments:

### **Theological Understanding**

Consider the intern's ability to speak clearly and with insight about the Christian faith from a Lutheran perspective.

Level of competence (1-5)

Comments:

### **Administration**

Consider the intern's ability to work with committees, deal with change and conflict, respond constructively to criticism, and accomplish tasks in a timely manner.

Level of competence (1-5)

Comments:

### **Stewardship Leader**

Consider the intern's ability to articulate and model a Christian stewardship of life, talents, and money,

Level of competence (1-5)

Comments:

### **Leadership of Social Ministry**

Consider the intern's sensitivity to issues of need and justice in the community, and the intern's ability to empower others to respond out of their faith commitment.

Level of competence (1-5)

Comments:

### **Empowering Lay Leadership/Equipping the Laity**

Consider the intern's ability to encourage collegiality, work with volunteers, delegate responsibility, share leadership, and support the laity in their ministry in the world.

Level of competence (1-5)

Comments:

### **Engagement with the Community**

Consider the intern's awareness of community issues and demographics, willingness to engage in ministry in the community, and skills and comfort level with community organizing.

Level of competence (1-5)

Comments:

### **Collegiality**

Consider the intern's ability and willingness to support professional colleagues in their ministry, cooperate with them in ministry projects, and receive ministry from them.

Level of competence (1-5)

Comments:

### **Self-Care**

Consider the intern's ability to manage time effectively, maintain a healthy life style, and maintain and nurture important personal relationships

Level of competence (1-5)

Comments:

**Spiritual Formation**

Consider the intern's devotional practices, use of spiritual disciplines, use of a spiritual director/mentor, and commitment to on-going education and growth.

Level of competence (1-5)

Comments:

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Intern's Response:** [check one]

\_\_\_\_\_ I have read my supervisor's assessment, and I agree that it is a fair evaluation of my competencies for pastoral ministry.

\_\_\_\_\_ I have read my supervisor's assessment, and I agree, with the following exceptions or additions:

**Intern's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **Internship Committee's Evaluation**

## **PLTS-TEEM Internship Evaluation**

Check one

**Mid-year**

**Final**

Submit to: TEEM Program  
Pacific Lutheran Theological Seminary  
2000 Center Street, Suite 200 Berkeley, CA 94704  
1-800-235-PLTS Fax: 510-559-2712  
Email: [teem@plts.edu](mailto:teem@plts.edu)

Name of Intern: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Location (Address): \_\_\_\_\_

\_\_\_\_\_

**Please *describe in some detail* in what ways the intern has/has not fulfilled the goals of the internship:**

**Share your impressions of the intern's ability to provide the necessary pastoral leadership in the following areas:**

*Worship Leadership and Preaching*

Teaching

Counseling

Outreach/evangelism

Community Involvement

Administration

**Comment on the intern's relational skills:**

**How often did the Committee meet with the intern?**

\_\_\_\_ Weekly \_\_\_\_ Bi-weekly \_\_\_\_ Monthly \_\_\_\_ Every six weeks

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Internship Committee Chair

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Intern