



Internship Handbook

For Supervisors and Interns

Office of Contextual Education

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What is internship in the ELCA?

Candidates for ELCA ordination are required to complete 12 months of full-time internship in a congregation or an agency/congregation combination, under the supervision of an experienced pastor. The purpose of internship is to facilitate student vocational skill development and assist in student pastoral formation. Supervising pastors work with students in the various areas of pastoral ministry and reflect with them about their learning and growth in regular supervisory sessions. The internship lay committee also meets regularly with the intern and is involved in the preparation of the intern for ordained ministry. Quarterly and cumulative evaluation reports are submitted to the Office of Contextual Education by the supervisor, intern, and internship lay committee.

How should we use this handbook?

This handbook provides information – ranging from boundaries to vacation time to financial and health questions – for both interns and supervisors as they prepare for and journey through the internship year together. It has been shaped with both intern and supervisor’s FAQ in mind and thus may answer most of your logistical questions for the year. However, should you consult this handbook and still need clarification around any topic, please feel free to contact the Office of Contextual Education with your questions or concerns.

Internship Year Timeline

<p>Before Internship starts</p>	<ul style="list-style-type: none"> • Team Building Workshop in May (Intern and Supervisor) • Talk with your supervisor about vacation time, weekly schedule, and hopes for self-care • Establish Lay Committee (Supervisor) • Contact Supervisor and/or Committee Chair about move-in/start dates (Intern) • Sign up for or waive health insurance in August (Intern) • Send Arrival Form to ConEd Office (Intern)
<p>First Month:</p>	<ul style="list-style-type: none"> • Service of Installation/Welcome (Supervisor + Committee) • Review with your supervisor basic plans for vacation time, weekly schedule, and hopes for self-care • Send Learning Service Agreement to Con Ed Office (Intern + Supervisor)
<p>Second Month:</p>	<ul style="list-style-type: none"> • Work on Project Plan (Intern + Supervisor) • Turn in Project Plan by the end of the month • Submit Proposed Preaching Schedule (subject to change)
<p>Third Month:</p>	<ul style="list-style-type: none"> • Revisit LSA <i>before</i> working on Quarterly Evaluation (Intern + Supervisor) • Work on First Quarterly Evaluation Form (Intern + Supervisor) • Turn in First Quarterly Evaluation Form by the end of the month
<p>Sixth Month:</p>	<ul style="list-style-type: none"> • Revisit LSA <i>before</i> working on Quarterly Evaluation (Intern + Supervisor) • Work on Second Quarterly Evaluation Form (Intern, Committee, and Supervisor) • Turn in Second Quarterly Evaluation Form by the end of the month

Ninth Month:	<ul style="list-style-type: none"> • Revisit LSA <i>before</i> working on Quarterly Evaluation (Intern + Supervisor) • Work on Third Quarterly Evaluation Form (Intern, Committee, and Supervisor) • Turn in Third Quarterly Evaluation Form by the end of the month
Tenth Month:	<ul style="list-style-type: none"> • Work on Stewardship Book Reporting Form (Intern + Supervisor) • Turn in Stewardship Book Reporting Form by the middle of the month • Work on Approval Essay for Candidacy
Eleventh Month:	<ul style="list-style-type: none"> • Work on Internship Project Review Paper • Work on Approval Essay for Candidacy
Final Month:	<ul style="list-style-type: none"> • Turn in Internship Project Review Paper by the middle of the final month • Revisit LSA <i>before</i> working on Quarterly Evaluation (Intern + Supervisor) • Work on Final Evaluation Forms (both the PLTS and the ELCA forms) with signatures before you leave (Intern, Committee, and Supervisor) • Turn in Final Evaluation Forms by the end of the month • Service of Godspeed/Goodbye (Supervisor and Committee) • Appropriate closure (Intern)
Weekly/Monthly	<ul style="list-style-type: none"> • Meet with supervisor weekly • Meet with Lay Committee monthly • Work on goals for Learning Service Agreement
Special Dates and Events	<ul style="list-style-type: none"> • Fall and Spring Cluster Retreats • Register for Internship - Each term, including January and summer • Register for Fall Classes – March • Approval Essay information comes from Dean’s Office in May

Additional Information:

- All Internship Forms can be found at <http://www.plts.edu/students/forms/>
- Early Approval Interns – please be in touch with both the Contextual Education Office and the Dean’s Office
- If you are in Region 2, you will attend Cluster meetings arranged by the Director of Contextual Education at PLTS, if you are in other regions you will be contacted by other ELCA seminaries.
- You may request a PLTS ID sticker from the Dean’s Office if you would like to continue using the GTU Library or need a current Student ID

Notes on Specific Dates:

Relationships and Boundaries During Internship

During the internship year, relationships are formed, changed, and developed as the intern learns about serving in a ministerial setting. This happens on many different levels.

In the Intern's Personal Life

The internship year presents many challenges to maintain a healthy personal life in the midst of a very public vocational life. Internship likely means moving away from vital friendships and support networks. Thus, some issues may come up, such as getting personal support on internship, balancing public ministry with private time, and having a social life outside of the congregation. The ELCA expects interns to maintain the ethical professional boundaries of clergy. The Visions and Expectations Document outlines some of those guidelines, and it can be found on the ELCA website.

For a married/partnered intern, the spouse/partner will have to make adjustments. The spouse/partner often enters into the new context without her or his own reasons for being there. Rather, he/she is present only because of the relationship to the intern. Individual goals, aspirations, careers, and family plans need to be considered while living into the realities of ordained ministry.

Interns who are single also face challenging issues as building community and relationships outside the congregation require extra investment of time and energy. Loneliness is common, and heightened attention on one's "singleness" can amplify the feeling of living in a fishbowl. Because of this, finding places for exploring common interests, such as book clubs, community choirs, hiking, biking, etc., is important.

Maintaining ties with family and friends is appropriate to the extent that they do not diminish one's involvement and investment in the internship setting.

The intern needs to be disciplined, intentional, and able to set priorities so that all relationships continue to develop. Internship should not be superficial and exhausting, but rich, deep, and satisfying.

With the Congregation

Many important relationships in the congregation must be developed and nurtured over the course of the intern's year. The intern's relationship with the Supervising Pastor is the most important one to be developed as the supervisor will become the intern's mentor and supporter as he/she takes on the role of ministering to the congregation. Establishing an open and trusting relationship with the Lay Committee will help the intern understand the congregation as well as give the intern a safe place to discuss their experiences. The congregation's Council, along with the Supervising Pastor, exercises formal authority over the internship on behalf of the congregation. The intern will attend meetings of the Council, with participation varying from site to site. The intern may be expected to make regular reports on her or his activity, work with Council committees, and work with certain Council members on particular projects. Often, an intern will be expected to work more closely with some groups – such as children, youth, seniors, etc. – than others because of individual pastoral developmental needs. Relationships developed with individuals form the heart of ministry. Relational abilities and a willingness to enter into relationships with individuals are necessary skills for effective ministry.

A note on our Sexual Harassment Policy: The Criteria and Standards for Settings in the Candidacy Manual stipulate that "congregations are expected to have a written policy for sexual ethics". The intern is to read this policy.

With the Larger Church

The Supervising Pastor and intern serve in the context of an institution that extends beyond the boundaries of the congregation. The opportunity for involvement with structures of the larger church varies among internship settings, but effort should be made to become familiar with Churchwide, Synods, and Conferences. Likewise, some awareness of the other churches within the local community would be valuable, as would participation in ecumenical activities.

With the Seminary

The seminary intends to assume a low profile during the internship year in order to permit full immersion in the local setting. On-going communication with the Director of Contextual Education will occur via e-mail and telephone communication to reflect, affirm strengths, point out weaknesses, and suggest plans and goals. It is important to contact the seminary sooner, rather than later, if there are concerns or conflicts in the internship. Faculty advisers, other faculty, staff, the Pastoral Care Team, and students are resources for the intern during this year. The frequency of this contact depends on the inclination and interest of the intern.

The contextual education offices at each ELCA seminary will take collective responsibility for organizing cluster meetings in the various geographic regions. These clusters provide the opportunity for fellowship, the enhancement of personal and professional growth, and the strengthening of supervisory relationships. Clusters are held twice each year.

With the Community

While the location of ministry may be a particular congregation, the context of ministry includes the larger community. The extent and specific details of an intern's involvement in the community are an individual matter, but some involvement ought to take place.

One of our seminary's Orienting Perspectives is the lens of the "public sphere," and one of the Four Dimensions of Ministry Excellence encourages seminarians to become "readers of cultural, political and social issues." The internship should provide opportunities to analyze the causes of oppression and injustice in the local community, as well as on a regional and national level, and the intern should develop the leadership skills to lead a congregation in addressing those causes. And, as "tellers of the Christian story," the intern will hone their skills in proclaiming the Gospel message with its healing and freeing power.

Supervision in Internship

Understanding the Supervising Pastor-Intern Relationship

The relationship between the Supervising Pastor and the intern is at the core of the internship. The Supervising Pastor is expected to serve as a faithful embodiment of the pastoral office, to give guidance and instruction about pastoral ministry, and to provide feedback and evaluation for the intern about the intern's competence for the pastoral role and functions. These expectations are at the heart of the Supervising Pastor-intern relationship, and they are to have high priority.

The Supervising Pastor is the seminary's adjunct faculty member for the internship year. The Supervising Pastor is the seminary's adjunct faculty member for the internship year. Together, the intern and the Supervising Pastor develop the goals and objectives in the Learning Service Agreement (LSA). While the intern should take the lead in guiding the conversation, based off their understanding of their own growth needs, the process should be collaborative as the Supervising Pastor reflects how the intern might learn and grow within their particular context. The learning and vocational formation of the student is the primary focus of the supervisory sessions. These sessions should be scheduled once a week, for a minimum of one hour and a maximum of ninety minutes, in a setting relatively free from outside disturbances. Although planning may be a part of such sessions, attention to the issues of theological reflection and integration are more crucial elements of this time together.

The relationship should not intentionally become that of counselor-counselee in any professional sense. It is normal that personal concerns will enter the conversation, however a helpful rule of thumb is: if more than half of the session is spent on a personal problem, it is time to find another resource, such as a therapist or spiritual director. It is too difficult to keep proper boundaries if either the Supervising Pastor or intern also takes on the role of counselor. If the Supervising Pastor or intern needs professional counseling, he or she should seek it from someone outside of the parish.

Because of the close working relationship, friendships may develop between the intern and Supervising Pastor. This is natural. However, it is important to remember that there is an imbalance of power in the supervisory relationship. Awareness of this power dynamic is important for a healthy learning environment. The Supervising Pastor and intern should seek a relationship that is personally satisfying as well as professionally valuable.

Professional loyalty is an essential principle of a viable Supervising Pastor -intern relationship. It means issues, complaints, problems, or difficulties are privately discussed with each other before being discussed anywhere else. Triangulation is common. Both the intern and Supervising Pastor need to be alert when this is happening. Parishioners need to know that the intern is in a "supervised" ministry setting and that all pastoral and ministry concerns will be shared with the Supervising Pastor.

Conflicts can also develop between the Supervising Pastor and intern. When conflicts arise, we urge Supervising Pastors and students to approach conflict creatively, treating each situation as an opportunity for learning. The Director of Contextual Education is an important resource for both the Supervising Pastor and the intern if the conflict becomes problematic.

Goal Setting and the Supervisory Role

Internship is a journey in the development of pastoral identity. Aptitude and ability for pastoral ministry is tested under supervision. A supportive and helpful setting provides the most effective formation for ministry.

First and foremost, the role of the Supervising Pastor is to help the intern as a student to learn through the action-reflection model inherent in the internship setting. This will happen in many ways, including:

1. To help the intern set meaningful and realistic goals for growth for the internship year.
2. To see the internship as part of a larger process of development in a candidate's preparation for ministry.
3. To be supportive as the intern's strengths and growth areas are pointed out.
4. To help the intern integrate theological and conceptual learning with pastoral skills.
5. To aid the intern in perceiving the dynamics of personal and professional growth and in accepting constructive criticism and compliments that may accompany such growth.
6. To help the intern achieve a realistic understanding of the nature of the church and its ministry.
7. To develop a habit of theological reflection in the practice of ministry.

These goals make it clear that supervision includes the careful planning of the intern's responsibilities, the periodic review of the intern's ministry, and the constructive consideration of the intern's professional growth and pastoral identity.

Learning outcomes that are the primary responsibility of the intern include the following:

1. The Learning Service Agreement (See Appendix)
2. The Internship Project (See Appendix)
3. The Stewardship Book Review (See Appendix)
4. The Preaching Schedule (See Appendix)

Time Management and Pastoral Style

The task for the ordained minister is to develop a pastoral style that achieves some balance between spontaneity and structure, discipline and serendipity, opportunities and responsibilities, giving and receiving. The pastor needs to decide what to leave undone, as well as what priorities to set and what things to let shape the working agenda.

While we recognize that pastors regularly work more than 40 hours/week, we ask that the intern's responsibilities be limited to an average of 40 hours/week, recognizing that some seasons require more hours worked than others. The internship year is a pivotal year of transition for the intern from classroom student to a well-trained novice pastor. Easing the intern into the full schedule of a parish pastor is key to a successful launch into a first call. It is important for the intern to discuss scheduling expectations with the Supervising Pastor, and that the intern is given their allotted vacation time (see page 12 of this document for allotted time).

Priorities in ministry are determined by a faithful reading of the Scriptures, one's theological convictions, church policies and polity, and contextual circumstances. In most settings, pastors are expected to see that the worship, educational, pastoral care, administrative and ministry needs of the community to which he or she is called are addressed. Usually, there will be both opportunity and desire for developing particular interests in ministry as well. As congregations seek to witness to the Gospel in their communities and in the larger global context, the leadership of the pastor becomes especially important. Pastoral effectiveness in any or all of these areas will involve both discipline and commitment.

There is a freedom to the ministry that should not be ignored; neither should it be thrown away by undisciplined or unfocused activity. There is some flexibility in planning the schedule. There will be periods in the year when the demands of the ministry may occupy much of the time for several days or even weeks on end. When that particular

period is over, however, the well-disciplined pastor can devote time and attention to interests neglected earlier, including personal and family interests, study, and recreational needs.

Changing Directions: Ending an Internship

When an internship begins to falter, there can be many different reasons. Most challenges and conflicts can be overcome and a healthy relationship restored. Therefore, it is of utmost importance to consult with the Director of Contextual Education sooner rather than later. When problems are addressed directly, it often results in an even more effective and successful internship experience.

Still, there are situations when careful and attentive conflict-resolution does not work. The Office of Contextual Education desires healthy and life-giving internship experiences for both the intern and the internship site. Thus, when an internship becomes problematic or harmful for either or both the intern and the congregation, it may be necessary to end an internship. This does happen occasionally, and it is important for both the intern and the internship site to be gentle and gracious in this hard process.

The Process for Ending an Internship

Following consultation with those involved, including the intern, Supervising Pastor, and Lay Committee as well as, as is deemed appropriate, the intern's academic advisor and other administrators, the decision to end an internship early is the made by the PLTS faculty.

The Director of Contextual Education will attempt to provide the opportunity for the congregation and the intern to process what has happened.

With respect to the student whose internship has ended, there is often a need for time and space to review what has happened, attend to the variety of emotions involved, and consider realistic options for the future. Accordingly, it is not advisable to seek another assignment immediately. While resuming seminary course work may be an option for some students, most students are better served by stepping back from the process entirely for at least one month. Students should be aware that they will receive such counsel routinely. The student standing of the intern is determined by the Dean's Office.

Prior to any decision being made with respect to another internship assignment, a Formation for Ministry Consultation will occur. The formation for ministry consultation may include the student, a peer accompanier, the academic advisor, a Dean's Office representative, the Director of Contextual Education, and a synodical candidacy representative (see *PLTS Student Handbook* for details of this process). Following a formation for ministry consultation, the decision to place a student in another internship is made by the Director of Contextual Education and faculty in executive session based on the consultation report and recommendations.

Support will be extended to the student (and family) during and after an internship termination. This may include:

- Provision for counseling
- Continuation of internship stipend for one month
- Transportation and relocation expenses, not to exceed \$500

The candidacy process requires interns to adhere to ELCA Candidacy Guidelines, including Visions and Expectations.

Money Talk

A. Required Financial Support to the Seminary in Support of Internship Process:

1. The congregation/agency agrees to contribute to the seminary the sum of \$500 toward a Travel Pool to help subsidize the travel expenses for one round trip between the seminary and the place of internship.
2. The congregation/agency agrees to pay a \$1000 administrative fee for the internship year.

B. Required Financial Support of the Student:

1. Stipend: The congregation/agency will provide a monthly, undesignated, cash stipend of \$1,600.00. It is called a stipend because it is not a minimum wage salary but, that notwithstanding, the IRS considers the intern an employee of the church.

2. FICA: The congregation/agency will pay the employer's share of FICA based on the total value of the stipend plus housing provided. If the housing is paid in cash (rather than the congregation renting the apartment or offering a parsonage), that amount is also considered income. With this in mind, the congregation pays the employer's portion of FICA and withholds the employee's portion for the intern. These are paid to the government.

3. Medical Insurance: PLTS does not require that internship sites provide health insurance coverage for their interns. Students applying to seminary should have their own health insurance to be compliant with the federal mandate for health care coverage. Therefore, ELCA Seminaries do not offer student health insurance. Individual health insurance coverage is expected to be maintained throughout attendance at PLTS. Students studying abroad through the Horizon International program are provided additional coverage in foreign countries.

4. Work Expenses: The congregation/agency will reimburse the intern for approved expenses incurred in his or her work.

5. Travel Reimbursement: The congregation/agency will pay automobile expenses incurred in the performance of assigned duties at the rate specified by the IRS as an allowable deduction.

6. Day Off/Vacation: The congregation/agency will grant the intern at least one day off per week and two weeks paid vacation for a year's internship or a ten-day paid vacation for a nine-month internship. A two week paid vacation is 14 days which includes weekends. The vacation is scheduled in consultation with the Supervising Pastor.

7. Housing: The congregation/agency will provide adequate furnished housing, utilities included. Personal long-distance phone calls are not included. If unfurnished or under-furnished housing is provided, the congregation/agency will pay moving expenses. This amount is in addition to the travel pool cost. To maintain professional boundaries, the intern should not be housed with congregants, clients, or other individuals related to the ministry programs and communities he/she will be serving in.

8. Cluster Gatherings: The congregation/agency will cover the cost of travel to and from the gatherings, including potential overnight accommodations, for both the intern and the supervisor.

9. Travel Pool Subsidy

- a) The travel pool subsidy is based on the total amount of funds received from all internship sites.
- b) Interns returning to PLTS after internship will receive a second travel pool check in the same amount as when they left PLTS.
- c) Students not returning to PLTS will not receive any additional travel pool funds.

Other matters related to finances need to be explored by the intern. Residency requirements differ from state to state and may affect car insurance, licensing, etc. It is the responsibility of the intern to find out what the obligations are and fulfill them as necessary.

Special Circumstances on Internship

Pastoral Vacancy

If a pastoral vacancy occurs in a congregation to which an intern has been assigned, an automatic review of the assignment occurs. If the vacancy occurs before the internship begins, the intern will usually be re-assigned. If the vacancy develops after the internship begins, every effort will be made to continue the internship by seeking to find alternate forms of supervision either with the assistance of an interim pastor or a neighboring pastor, or, on rare occasions, taking advantage of supervisory expertise that may be exercised by lay people within the congregation.

Family and Medical Leave

The Family and Medical Leave Act is federally regulated. Currently the regulation states that an employee is eligible if the employer employs 50 or more employees and the employee must have worked at least 12 months in the past year for the employer. This would mean most interns are not covered under the Family and Medical Leave Act. An extended illness or leave of the intern can become problematic for an experience of such relatively short duration as an internship. In such situations a careful balance must be maintained assuring fairness to the student as well as to the parish. When questions arise with respect to such situations, the following guidelines can apply.

1. Congregations having sick leave policies for its paid staff should seek to apply that same policy to the intern.
2. In the absence of an operative sick leave policy, the following is offered to the intern and the congregation as counsel and advice:
 - a. For the purposes of this policy, "sick leave" may be granted for any intern absent from duty because of accident or illness, including any illness resulting from pregnancy or childbirth.
 - b. Medical Leave Policy
 - i. Short-term illness - up to two weeks - shall not affect the stipend or housing arrangement.
 - ii. Long-term illness or disability - more than two weeks - may necessitate adjustments as negotiated by the intern, and the congregation. A long-term illness extending beyond a month may necessitate a review of the internship by the Office of Contextual Education.
 - iii. An extended sick leave may interfere with the intern's ability to meet the one-year requirement of the ELCA and the seminaries. There is normally some flexibility allowing for negotiation for an absence of a maximum of three months. For instance, an intern may surrender his or her vacation time or negotiate a reduction of stipend or even waiver of stipend if that seems appropriate. On occasion, interns are able to fulfill a portion of their pastoral duties by working part-time, permitting them to achieve some of their educational goals. The internship requirement should be fulfilled with a balance of integrity and compassion for one who is ill.
 - c. Parental Leave Policy
 - i. In certain circumstances (for example pregnancy during internship, adoption of a child) time off will be negotiated between the student, congregation and the Office of Contextual Education on a case-by-case basis.
 - ii. Standard policy following the birth of a child while on full-time internship is six consecutive weeks of leave for a mother, and four consecutive weeks for a father, divided as follows:

- 2 weeks paid leave (mother only)
 - 2 weeks standard paid vacation time (mother or father)
 - 2 weeks unpaid leave (mother or father)
 - Housing support continues during this time.
- iii. Note that parental leave includes the paid vacation time required as standard for all internships. Understanding the limited duration of pastoral internships, these are to be considered reasonable, if basic, amounts. Congregations may choose to accommodate additional parental leave, in consultation and agreement with the intern, Seminary, and the intern's Candidacy Committee.
- iv. When pregnancy occurs prior to the start of internship, the internship plan will be reevaluated by all parties. Intern, site, seminary, and candidacy committee will together determine the suitability and timing of the internship.

Restrictions on Pastoral Functions

Interns are restricted in some pastoral functions, either because of church policy or state law. Some of these are:

Holy Communion

Interns are not expected to preside at Holy Communion. Consultation with the appropriate synodical bishop as well as the congregation's council is necessary if exceptions to the general expectation are desired.

Baptism

In emergencies, an intern may perform a baptism, as may any lay person. However, any non-emergency situation is governed by the policies of the ELCA, which call for an ordained person to preside at baptism.

Wedding

In most states, an intern may not legally officiate at a wedding service. Although there are exceptions to the general rule, they are rare, and interns should not assume the right or privilege of performing a wedding while on internship.

Funeral

Unlike weddings, neither church policy nor state law insists that funerals be conducted by an ordained person. Therefore, interns are free to conduct funerals with the consent and guidance of the supervising pastor.

Appendix

- i. Arrival Form
- ii. Instructions for Learning Service Agreement
- iii. Learning Service Agreement Form
- iv. Instructions for Internship Project Plan
- v. Internship Project Plan Form
- vi. Stewardship Book Report Form
- vii. Preaching Schedule
- viii. Description of PLTS Quarterly Evaluation

Pacific Lutheran Theological Seminary Internship – Arrival Form

Student Contact Information:

Name: _____ Phone: _____
 Address: _____ City/State/Zip: _____
 Email: _____

Supervisor’s Contact Information:

Name: _____ Phone: _____
 Address: _____ City/State/Zip: _____
 Email: _____

Weekly Supervisor Meetings:

Day: _____ Start Date: _____
 Time: _____ End Date: _____

Period of Internship:

Lay Intern Committee:

Chair Name: _____
 Phone: _____
 Email: _____

Congregational Financial Commitment:

Stipend (minimum \$1,600 per month): _____
 Business Mileage Reimbursement per mile: _____
 If congregation assists with FICA payments,
 to what degree? (dollar amount): _____

- Housing and Utilities Reimbursed
- Travel Pool Contribution (\$500.00)
- Internship Fee (\$1,000.00)

Comments:

Instructions for Learning Service Agreement

The Learning Service Agreement (LSA) is a plan used to help set meaningful and realistic goals for the intern over the course of the year. The intern should propose goals, taking into account their own growth areas. These goals may be in areas such as administration, preaching, leadership skills or dealing with conflict. The intern's proposed goals are developed in consultation with the supervising pastor and lay committee to determine if the goals can be supported by the congregation's ministry. The goals may help frame the intern's responsibilities, the periodic review of the intern's ministry, and the constructive consideration of the intern's personal and professional needs.

Additionally, underneath each goal is a series of objectives. While the goal is a broad summary statement that is inclusive, far-reaching, and visionary, an objective is "mini-goals" that focus on specific aspects of the overall goal. Effective objectives are:

1. achievable
2. agreed to by the principal parties
3. specific
4. measurable, containing some means of evaluation
5. possible, given the time limits of the program
6. moderately risky or challenging

The LSA also involves strategies, resources, and evaluation. Strategies and resources specify how an objective will be achieved. Strategies are activities, techniques, and tools. Resources are people and materials (media, curriculum, books). Evaluation determines if the goals have been achieved. While creating goals, consider also how they will be evaluate - questionnaire, comments from parishioners, verbatims, observation from supervising pastor and peers, etc.

The intern can use the form on the PLTS website to formulate the LSA. The form can be printed and then reviewed with the supervisor and the committee. Once the supervisor and committee agree on the goals, the LSA form is sent to the Contextual Education Office.

Pacific Lutheran Theological Seminary Internship – Learning Service Agreement

Intern Name: _____

Internship Site: _____

Internship Location: _____

Internship Supervisor: _____

Instructions

1. Write Your Goals

Goals are broad summary statements that are inclusive, far-reaching and visionary. Try not to write too many goals, between three and five works well. Keep them simple and manageable. Examples: to become an effective worship leader; to improve my teaching skills; to develop my style of pastoral leadership

2. Write Your Objectives

Now focus on specific aspects or objectives of each overall goal. Objectives are achievable, agreed to by the principle parties, specific, measurable, possible within the limits of the program, and moderately risky or challenging. You can have more than one objective, but each objective should have a strategy, resources, target date and evaluation plan.

3. Name Your Strategies and Resources

These are activities, techniques, and tools that specify how an objective will be achieved, and can include people and materials (media, curricula, books, etc.).

4. Evaluation

How will you know the goals have been achieved? I.e. questionnaire, comments from parishioners, verbatims, observation from supervising pastor and peers, etc.

Goal #1:	
Objectives:	
Strategies/Resources:	
Evaluation:	

Goal #2:	
Objectives:	
Strategies/Resources:	
Evaluation:	

Goal #3:	
Objectives:	
Strategies/Resources:	
Evaluation:	

Goal #4:	
Objectives:	
Strategies/Resources:	
Evaluation:	

Goal #5:	
Objectives:	
Strategies/Resources:	
Evaluation:	

Intern Signature

Date

Supervisor Signature

Date

Please print and mail signed copy to: PLTS Contextual Education Office, 2000 Center Street, Suite 200, Berkeley, CA 94704

Internship Project Plan

The purpose of the internship project is twofold:

- to provide the intern with an opportunity to initiate and organize a program new to the life of a congregation, and
- to encourage the intern to do additional study and ministry in an area of special interest.

The intern's project is to be "new" to the life of the congregation so that the intern will have an opportunity to exercise initiative and to take responsibility for a project or program that is not already developed in the congregation. Although the supervisor and lay committee approve the intern's project, they must also be willing to allow the project to fail. Anyone who "rescues" the project for the intern defeats the purpose of it. The project is a learning experience, even if it is a programmatic failure. If the intern took initiative, was well organized, and was later able to see why the project failed, it is still considered a successful project.

Choosing a Project Area

The project should be selected from one of these areas: Evangelism, Stewardship, and Advocacy in the Public Sphere, Ecumenism/Religious Pluralism or Multiculturalism. The intern is expected to give some thought to the project area prior to beginning internship. Below are some examples of possible projects in different areas.

PLEASE NOTE: Students on the Evangelism/Justice track need to do a project related to their concentration.

Evangelism Project Examples

- Do a religious survey of a particular neighborhood or area of the parish.
- Find ways to make the congregation aware of people new to the area, whether new residents, transients, or visitors.
- Develop religious programs in community institutions such as hospitals, nursing homes, schools, parks, prisons, half-way houses and the like.
- Meet with evangelism committees from other congregations and denominations to see what could be done together and/or adapted to congregational use.
- Make evangelism a special congregational emphasis for Advent, Epiphany, Lent, or some other season of the Church Year.
- Contact persons who are engaged in evangelism and who are supported by the benevolence of the congregation, and invite them to share their experiences.
- Establish contact with persons working with migrants, inner city or rural subsidized missionaries, and/or overseas missionaries.

- Systematize follow-up work with worship visitors by the use of letters, phone calls, visits, introductions during coffee hour, etc.
- Follow up on contacts made as a result of weddings, funerals, or other events where visitors or friends of congregational members are present.
- Develop an evangelism library and a system to encourage reading in the area.
- Use films or other media to teach evangelism to all age levels in the congregation.

Stewardship Project Examples

- Invite members of the congregation to list the talents they possess and would be willing to share for the benefit of others, then recruit a coordinator to match resources with needs.
- Compile a list of services available from churches, not-for-profit social agencies, and government offices in the area, put the information, complete with addresses and phone numbers, where congregational members can use it, and find ways to alert the congregation to this resource.
- Meet with stewardship committees from other congregations and denominations to see what could be done together and/or adapted to congregational use.
- Develop an adult education curriculum with a stewardship theme and teach it as a series (three to six weeks).
- Develop a stewardship library and a system to encourage reading in the area.
- Analyze the stewardship patterns of the congregation over a five year period--the number of persons making financial commitments as well as donating time and effort to various programs and projects—and inaugurate a plan to mobilize the "inactive."
- Publicize the leadership contributions that members are making to various volunteer organizations beyond those sponsored by the congregation and devise ways to recognize such contributions as a congregation.

Lay Ministry Project Examples

- Conduct a survey of congregational members in order to determine how many lay ministries are being claimed. This could include occupations, work for community and/or political organizations, volunteer activities in hospitals or other social service institutions, and family roles such as parenting or the care of elderly parents.
- Organize a mini "Lay Academy" during which congregational members with similar lay ministries can discuss the challenges and opportunities for Christian witness and responsibility in those ministries.
- Organize a local "Laos in Ministry" Chapter and/or recruit members for the organization.

Ecumenical Project Examples

- Write a concise history of ecumenism in your internship community.
- Reach out to leaders of denominations or religious groups that have not participated in traditional ecumenical or interfaith activities in order to discover their particular needs or concerns.

- Lead an adult forum series which introduces representatives from other denominations or religions with which the congregation is not familiar.
- Contact an ecumenical representative from your synod and plan with them a program on ecumenism for your congregation and others in the community.
- Organize visits to congregations of other denominations or faiths, and meet with appropriate counterparts (adult forums, church councils, committees, etc.)

Creating a Project Plan

1. The intern should write a specific project plan in consultation with Supervising Pastor, including the following four points:
 - a. Describe what the project will be and what it will entail.
 - b. Describe the rationale behind choosing this as the internship project.
 - c. Outline the timeline for completing the project.
 - d. Tell how you will measure the level of success of the project.
2. The Supervising Pastor and the lay committee are expected to determine if the plan is appropriate for the development of the intern and the congregation. After getting feedback from the supervisor and committee, the intern can update the plan.
3. The Internship Project Plan form is completed with a thought-out summary of the project plan. This is sent to the Office of Contextual Education for feedback from the Director of Contextual Education.
4. Interns may refine the plan as circumstances change throughout the year. If major changes to the plan are needed, a new proposal must be submitted to the Office of Contextual Education.
5. Interns should request feedback from the supervisor and committee after completing the project.

Evaluation of the Project

The Supervising Pastor and the committee should evaluate the project. They should consider whether the intern demonstrated initiative and organizational skills and if the project resulted in significant new learning for the intern.

Project Report

The written report should summarize the project as well as reflect what the intern has learned from it. It should include a list of any books and articles that were read or contributed to the project. Comments from the supervisor and lay committee can also be included. The project report should be 4-6 typed, double spaced pages in length.

Pacific Lutheran Theological Seminary Internship – Project Plan

Name: _____ Email: _____

Internship Site: _____

Project Area: _____

Project Title: _____

Expected Completion Date: _____

Describe what the project will be and what it will entail:

Describe the rationale behind choosing this as the internship project:

(continued on next page)

Outline the timeline for completing the project:

Tell how will you measure the level of success of the project:

Pacific Lutheran Theological Seminary Internship – Becoming a Stewardship Leader Evaluation

Name: _____

Internship Supervisor: _____

Internship Site: _____

Stewardship Book & Author: _____

Stewardship Competencies: 1. _____
2. _____
3. _____

What aspects of your book did you find interesting or helpful?

What aspects of your book did you find unhelpful or problematic?

How did you address and/or develop each of the Stewardship Competencies you selected?

Pacific Lutheran Theological Seminary Internship – Preaching Schedule

Name: _____

Internship Supervisor: _____

Internship Site: _____

Proposed dates or frequency of preaching: <i>(if specific dates are not known, please detail plans for how the intern will preach with some regularity)</i>	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Venues for preaching: <i>(main worship service, other weekly services, off-site opportunities, etc.)</i>

Description of PLTS Quarterly Evaluation

Internship: Preparing the “Well-Launched Novice”¹ Pastor

Upon starting seminary, the intern enters the Master of Divinity degree program of preparation for what might be termed a “novitiate” for ordained ministry in the Evangelical Lutheran Church in America or another Christian tradition. Over the course of their seminary education, the intern demonstrates development and growth, so that at the time of program completion, they will have met degree program outcomes to become a “well-launched novice”² pastor.

In complement to ELCA evaluations, PLTS Contextual Education assesses competency development of the intern in several ministry areas using a quarterly evaluation.³ What this means in practice is that PLTS uses this evaluation form for all four quarters of internship and also uses the ECLA internship final evaluation forms. The PLTS instrument evaluates the intern based on preparation for ordained ministry toward meeting program outcomes for Master of Divinity degree.

The evaluation is designed to assess the intern for demonstrated growth over the course of the internship year. Outcomes for each ministry area are oriented toward moving the intern from participation to enactment or from enactment to initiative/independence, depending on the area. The outcomes are designed to build on those measured during Teaching Parish and to consistently measure interns in several ministry areas. In each case, the emphasis is on growing competency development of ministry practice toward becoming a well-prepared, beginning pastor. The goal of internship is to prepare a “well-launched novice”⁴ pastor.

The intern is an active participant in her/his own development and growth. She/he will develop additional specialized personal outcomes in ministry areas in conversation with her/his supervisor and lay committee at the start of and throughout internship (see *Learning Service Agreement*). These specialized personal outcomes should be noted in the blank cells provided in each ministry area or in the blank cells found on the additional page provided if the outcome does not seem to fit in a specified ministry area. In addition to each specialized personal outcome, the quarter the outcome was added should be noted in order to provide a time-frame over which the outcome can be measured for development during internship.

Demonstrated development and growth of the intern in the outcomes of each ministry area requires honest evaluation and clear, constructive feedback by the supervising faculty, who is the internship supervisor, and by the lay committee.

The competency development scale used to evaluate the intern is designed to demonstrate development of ministry practice over time. The goal is for the intern pastor to be at **level 3: Meets Expectations** in the outcomes of all area competencies by the end of internship. An intern will likely demonstrate a range of development in outcomes within each ministry area, and approximately eighty-five percent of all outcomes should be at level 3 or above by the end of internship in order to demonstrate readiness for ordained ministry.

¹ Dean Deborah Ball, University of Michigan School of Education.

² Dean Deborah Ball, University of Michigan School of Education.

³ This assessment instrument is based on that used by Stanford University for preparation of teachers for the State of California and on consultations with Dr. Christa Compton by the Dean’s Office and the Contextual Education Office.

⁴ Dean Deborah Ball, University of Michigan School of Education.