



# Internship Handbook

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For Supervisors and Interns

Office of Contextual Education

April 2018



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## Introduction

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### What is internship in the ELCA?

Candidates for ELCA ordination are required to complete 2000 hours of internship in a congregation or an agency/congregation combination, under the supervision of an experienced pastor. At PLTS, this requirement is met through a full-time, twelve-month immersive experience. 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

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

<b>Sixth Month:</b>	<ul style="list-style-type: none"> <li>• Revisit LSA <i>before</i> working on Quarterly Evaluation ( Intern, Committee, and Supervisor )</li> <li>• Work on <b>Second Quarterly Evaluation Form</b> (Intern, Committee, and Supervisor)</li> <li>• Turn in <b>Second Quarterly Evaluation Form</b> by the end of the month</li> </ul>
<b>Ninth Month:</b>	<ul style="list-style-type: none"> <li>• Revisit LSA <i>before</i> working on Quarterly Evaluation (Intern + Supervisor)</li> <li>• Work on <b>Third Quarterly Evaluation Form</b> (Intern, Committee, and Supervisor)</li> <li>• Turn in <b>Third Quarterly Evaluation Form</b> by the end of the month</li> </ul>
<b>Tenth Month:</b>	<ul style="list-style-type: none"> <li>• Work on <b>Stewardship Book Reporting Form</b> (Intern + Supervisor)</li> <li>• Turn in <b>Stewardship Book Reporting Form</b> by the middle of the month</li> </ul>
<b>Eleventh Month:</b>	<ul style="list-style-type: none"> <li>• Work on <b>Internship Project Review Paper</b></li> <li>• Turn in <b>Internship Project Review Paper</b> by the middle of the month</li> </ul>
<b>Final Month:</b>	<ul style="list-style-type: none"> <li>• Revisit LSA <i>before</i> working on Quarterly Evaluation (Intern + Supervisor)</li> <li>• Work on <b>Final Evaluation Forms</b> (both the PLTS and the ELCA forms) with signatures before you leave (Intern, Committee, and Supervisor)</li> <li>• Turn in <b>Final Evaluation Forms</b> by the middle of the month</li> <li>• Service of Godspeed/Goodbye (Supervisor and Committee)</li> <li>• Appropriate closure (Intern)</li> </ul>
<b>Weekly/Monthly</b>	<ul style="list-style-type: none"> <li>• Meet with supervisor weekly</li> <li>• Meet with Lay Committee monthly</li> <li>• Work on goals for Learning Service Agreement</li> <li>• Participate in the online conversation threads via the Moodle course (Intern)</li> </ul>
<b>Special Dates and Events</b>	<ul style="list-style-type: none"> <li>• Fall and Spring Cluster Retreats</li> <li>• Register for Internship - <b>Each term</b>, including <b>January and summer</b></li> <li>• <b>Approval Essay</b> information due to the <b>Dean's Office</b> in early Spring</li> <li>• <b>Summary Recommendation Form</b> due to ContextEd office in late Spring</li> </ul>

**Additional Information:**

- All Internship Forms can be found at <http://www.plts.edu/students/forms/>
- Early Approval – please make sure that your Candidacy Committee is aware that you will going through an early approval process with the seminary
- 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.

## Relationships and Boundaries During Internship

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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 their own reasons for being there. Rather, they are 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.

Seminary and the internship experience can bring times of economic hardship. While interns are encouraged to share about their life experience and the fullness of their emotions with the congregation, they should be mindful to do so in a manner that does not unduly encourage community members to step up and help them financially. Congregations may decide to offer financial support through difficult times but interns should not solicit or seek out such help intentionally. The intern should never take a loan, advance, or credit from any member of the community in which they are serving. If such action is necessary, interns should consult with financial aid personnel at California Lutheran University. Should supervisors notice such behaviors on the interns' part, they are encouraged to contact the Director of Contextual Education to discuss appropriate steps for addressing the issue.

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 they take 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 their 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 Moodle, 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.

Two of our seminary's Orienting Perspectives are the lenses of the faithful social transformation and learning through a socio-ecological lens that considers the nexus of race, class, gender, and earth. 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

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### 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. 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, they 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 Money Talk 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 they are 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**

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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 Academic Catalogue* 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

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### 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 to 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. (For reference, currently the FICA payment due on the \$1,600 stipend alone is \$1,467.)

**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 housing, utilities included. The congregation/agency may assist in paying moving expenses, in addition to the travel pool cost if they so desire. 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. Team-Building Retreat:** All supervisors are required to attend an overnight retreat in late Spring during which they will have the opportunity to work with the intern and the Director of Contextual Education of PLTS to begin to establish hopes and expectations for their internship experience as well as to learn about seminary expectations through the internship program. The congregation/agency will pay a \$200 registration fee and the seminary will cover the costs of the supervisor's travel.

#### **10. Travel Pool Subsidy**

- a) The travel pool subsidy is based on the total amount of funds received from all internship sites.
- b) Interns will be reimbursed for \$500 of the costs to travel to the internship site.

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 time 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

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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

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- i. Arrival Form
- ii. Assignment Due Date Form
- iii. Instructions for Learning Service Agreement
- iv. Learning Service Agreement Form
- v. Instructions for Internship Project Plan
- vi. Internship Project Plan Form
- vii. Stewardship Book Declaration Form
- viii. Stewardship Book Report Form
- ix. Preaching Schedule
- x. Description of PLTS Quarterly Evaluation
- xi. Summary Recommendation Form



## Pacific Lutheran Theological Seminary Internship – Arrival Form

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**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: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Period of Internship:**

Start Date: \_\_\_\_\_  
 End Date: \_\_\_\_\_

**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:

# Pacific Lutheran Theological Seminary Internship – Assignment Due Dates Worksheet

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Name: \_\_\_\_\_

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

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

Within the first two weeks of beginning the internship:

- Arrival Form due \_\_\_\_\_
- Stewardship Book Declaration Form due \_\_\_\_\_
- Due date plan sheet (copies to Context Ed office + Supervising Pastor) \_\_\_\_\_

By the end of the first month

- Learning Service Agreement due \_\_\_\_\_
- Preaching Schedule \_\_\_\_\_

By the end of the second month

- Internship Project Plan due \_\_\_\_\_

Quarterly Evaluations

- End of 3<sup>rd</sup> month (Sup and Int only) \_\_\_\_\_
- End of 6<sup>th</sup> month (Sup, Lay Comm, and Int) \_\_\_\_\_
- End of 9<sup>th</sup> month (Sup, Lay Comm, and Int) \_\_\_\_\_
- End of internship + ELCA Final Evaluation forms (Sup, Lay Comm, and Int) \_\_\_\_\_

Summary Recommendation Form due for Faculty Approval Recommendation Vote – \_\_\_\_\_

Two months before the end of the internship

- Stewardship Book Reporting Form due \_\_\_\_\_

One month before the end of the internship

- Internship Project Review Paper due \_\_\_\_\_

## Instructions for Learning Service Agreement

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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

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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.

<b>Goal #1:</b>	
<b>Objectives:</b>	
<b>Strategies/Resources:</b>	
<b>Evaluation:</b>	

<b>Goal #2:</b>	
<b>Objectives:</b>	
<b>Strategies/Resources:</b>	
<b>Evaluation:</b>	

<b>Goal #3:</b>	
<b>Objectives:</b>	
<b>Strategies/Resources:</b>	
<b>Evaluation:</b>	

<b>Goal #4:</b>	
<b>Objectives:</b>	
<b>Strategies/Resources:</b>	
<b>Evaluation:</b>	

<b>Goal #5:</b>	
<b>Objectives:</b>	
<b>Strategies/Resources:</b>	
<b>Evaluation:</b>	

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Intern Signature

Date

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Supervisor Signature

Date

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

## Internship Project Plan

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The purpose of the internship project is twofold:

- to provide the intern with an opportunity to initiate, organize, and lead 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

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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

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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

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Name: \_\_\_\_\_

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

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

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

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

## Description of PLTS Quarterly Evaluation

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### Internship: Preparing the “Well-Launched Novice”<sup>1</sup> 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”<sup>2</sup> pastor.

In complement to ELCA evaluations, PLTS Contextual Education assesses competency development of the intern in several ministry areas using a quarterly evaluation.<sup>3</sup> 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”<sup>4</sup> 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.

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<sup>1</sup> Dean Deborah Ball, University of Michigan School of Education.

<sup>2</sup> Dean Deborah Ball, University of Michigan School of Education.

<sup>3</sup> 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.

<sup>4</sup> Dean Deborah Ball, University of Michigan School of Education.

# Pacific Lutheran Theological Seminary Internship – Summary Recommendations

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Student: \_\_\_\_\_  
 Site: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_  
 Dates of Internship: From: \_\_\_\_\_ To: \_\_\_\_\_

## Instructions

*The Evangelical Lutheran Church in America requests a single paragraph that can be shared with appropriate synodical and/or church-wide personnel as part of the approval and assignment process. The summary paragraph can only be a maximum of **500 characters** (including spaces and punctuation).*

*For the intern, provide a thumbnail sketch of the internship experience. Note the most important learning or insight from the internship experience and how the experience does or will shape the coming year and your ministry.*

*For the supervisor and lay committee chairperson, please provide as much substantive detail as possible, noting strengths, weaknesses and growth edges. Speak to issues such as pastoral and theological competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills.*

### Intern Summary Recommendation:

Please check one of the following, which will summarize your recommendation to the seminary and Candidacy:

- Unconditional recommendation for pastoral ministry in the ELCA
- Conditional recommendation for pastoral ministry in the ELCA
- Not recommended for pastoral ministry in the ELCA

<b>Summary/Recommendation Paragraph (500 characters):</b>

### Supervisor Summary Recommendation:

Please check one of the following, which will summarize your recommendation to the seminary and Candidacy:

- Unconditional recommendation for pastoral ministry in the ELCA
- Conditional recommendation for pastoral ministry in the ELCA
- Not recommended for pastoral ministry in the ELCA



(Continues on next page)

**Summary/Recommendation Paragraph (500 characters):**

**Lay Committee Summary Recommendation:**

Please check one of the following, which will summarize your recommendation to the seminary and Candidacy:

- Unconditional recommendation for pastoral ministry in the ELCA
- Conditional recommendation for pastoral ministry in the ELCA
- Not recommended for pastoral ministry in the ELCA

**Summary/Recommendation Paragraph (500 characters):**

**Signatures:**

*Please print and discuss this evaluation before you sign it.*

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Intern's Signature

Date

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Supervisor's Signature

Date

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Lay Committee Chairperson's Signature

Date

***Instructions for submitting evaluation:***

Please mail completed, signed evaluations to:  
 Pacific Lutheran Theological Seminary  
 Contextual Education Office  
 2000 Center St., Suite 200  
 Berkeley, CA 94704