



Office of Contextual Education



Internship Manual

*Trinity Lutheran Seminary Forms Leaders for Christ's Church
at Work in the World*

Updated January 2026

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Introduction to Internship

For students in the M.Div degree program at Trinity Lutheran Seminary, Internship serves as an academic requirement of the program and as a required formation component of candidacy for those persons seeking rostered status in the ELCA and many other traditions. Students in the M.Div program may be preparing for ELCA rostered ministry of Word & Service, Word & Sacrament, or as a minister in another polity. As such, their placements and supervision are customized to their particular situation. This document attempts to make space for all these expressions of faith tradition, call, and roster.

Rationale

Internship provides the most extensive opportunity for practical application of theological studies in a ministry context. This program provides for extended and thorough involvement in the work of the ministry which a rostered leader will experience. Normally serving in a congregation, the intern is supervised jointly by a rostered leader and the seminary. Members of the congregation, agency staff, other rostered leaders, and synod candidacy representatives also support the intern's journey. Through the internship, candidates engage in the full range of ministerial work and are guided simultaneously in developing attitudes, understandings, and skills vital to their future office. Except for solemnizing marriages and administering the sacraments, the intern becomes deeply involved in all aspects of congregational life, ministry, and responsibilities.

A key component of internship is the development of the intern as a *leader* in and of ministry. This takes them from the role of deeply engaged participant to one charged with providing leadership and vision with those whom they serve. Much of this understanding begins to find articulation as Learning & Serving Covenants are discerned and prepared. To that end, the seminary, in conjunction with the ELCA, prescribes the following learning outcomes.

Outcomes

Upon completion of the internship, students should be able to:

1. Demonstrate leadership in serving God's mission in the world.
This will be measured by their ability to:
 - a. Articulate pertinent theological understandings from a Lutheran (or their faith tradition's) perspective clearly and with insight;
 - b. Exhibit leadership in worship through presence, voice, and language as they read Scripture, lead prayer, and lead liturgy;

- c. Demonstrate competency in preaching including biblical interpretation, connection to the congregation/community, use of illustrations, organizational clarity, and delivery;
- d. Demonstrate effectiveness in teaching adults, through the creation of comfortable learning environments and inclusion of appropriate teaching and learning methods;
- e. Exhibit effectiveness in teaching youth and children through the creation of comfortable learning environments and developmentally appropriate teaching and learning methods;
- f. Display competence in evangelism as it involves the ability to welcome and interact with strangers, and offers a witness to Jesus Christ;
- g. Engage in appropriate pastoral care through the ability to develop trusting relationships, listen empathetically, respond to crisis and grief situations, discern the needs of people, and respect confidential information;
- h. Demonstrate administrative ability through working with groups, dealing with change and conflict, responding constructively to criticism, and accomplishing tasks in a timely manner;
- i. Articulate and model Christian stewardship of life, talents, and money in pastoral leadership and personal life;
- j. Exhibit leadership of social ministry through sensitivity to issues of need and justice in the community and empowerment of others to respond out of their faith commitment.
- k. Demonstrate the ability to build and sustain healthy relationships, a resilient personal faith life, and appropriate self-care.

Deadlines

Interns are required to meet a number of deadlines set by both the seminary and the larger church. A summary timeline of these requirements based on the intern's actual start date should accompany this manual. The items below will be on the Summary Timeline.

KEY: I=Intern S=Supervisor CC=Committee Chair

Placement Items

- ☐ Acceptance of Placement (I / S)
- ☐ Acknowledgement of Regional Cluster Retreat (I / S)
- ☐ Confirmation of Deadlines / Summary Timeline (I)

Start-Up/Initial Items

Within the first 2 weeks

- ☐ Safe-Arrival Form (I)
- ☐ Candidacy FERPA Release (I) * ELCA Students only
- ☐ Trinity Release (I)

By the end of the first month

- ☐ Initial Self-Evaluation (I)
- ☐ Learning Serving Covenant (I in consultation with S)
- ☐ Internship Goals (I in consultation with S)
- ☐ Orientation (S / CC)

Determined by Site/Supervisor (within 2 weeks of preaching first sermon)

- ☐ First Sermon – Text and Link (I)

6-Month Items

- ☐ ELCA "Mid-Year" Evaluation/TLS 6-Month Evaluation (I / S / CC)
- ☐ Possibly schedule 9-month Evaluation (if indicated by 6-month eval)
- ☐ Ministry Project Planning Begins (MN-3500)

12-Month Items

- ☐ ELCA “final” Evaluation/TLS 1-Year Evaluation (I / S / CC) **
- ☐ ELCA Approval Essay (I) * ELCA students only
- ☐ Second Sermon (part of Approval packet) – text and link (I) **

- ☐ TLS Addendum to Learning Serving Covenant/Internship Goals (I in consultation with S) * ELCA students only

As Directed by Candidacy Director * ELCA students only

- ☐ RMP (I)
- ☐ First Call Form (I)

Final Requirements

- ☐ Final Sermon Submission – Text and Link (I) **
- ☐ Final 2+2 Evaluation (I / S / CC) **

** Students from traditions that require a 1000-Hour Internship Experience will typically have their final evaluation at the 12-month mark. In addition, the amount of time between sermon submissions will be shortened. Consult your individual Summary Timeline for clarification.

Learning/Serving Covenant

Getting Started in Internship/Pre-Covenant:

Within the first two weeks of internship, the intern and supervisor should talk through expectations and opportunities for service and learning at the internship site. Some congregations have specific areas in which they hope the intern will serve. The supervisor and intern should discuss and agree about what service in those areas will look like over the course of internship. At the same time, it is important that interns get an opportunity to experience the fullness of pastoral ministry. Expectations about serving in one particular area should not supersede opportunities for a breadth of experience while on internship. At the start of internship, it may be helpful for the intern to write down the gifts they bring to ministry including areas of strength and passion as well as listing areas they know they will need to focus attention towards growth. Discussing these early in internship will help the intern when they write their Learning and Serving Covenant.

The official Learning and Serving Covenant with learning goals will be created in conjunction with the Intern's Initial Self-Evaluation and reflection on that evaluation with the supervisor.

As interns begins structuring their time in the congregations, please consider the following:

There are certain minimums that are expected as part of the internship. An intern should preach at least monthly, have opportunities to teach a variety of ages, provide pastoral care of some sort on at least a monthly basis, and become engaged in some sort of mission or outreach ministry.

Students take coursework at the same time they are serving as an intern. In order for all to appreciate what the intern is learning in coursework, it is helpful for interns to find ways to share highlights of their studies with the congregation. Some interns have given presentations in adult education forums. Others have communicated about their learning in newsletter articles. Others share more informally with congregation members as they build relationships. The more interns can share what they are learning; the less the congregation perceives that the intern is "on vacation" while they are away for classes. At the very least, interns should be sharing with their supervisors about their learning. While we don't expect supervisors to monitor an intern's academic work, it is helpful for interns to share syllabi with supervisors so that they are aware of deadlines and projects that the intern has.

It is our expectation that, on average, full time interns will spend 30-35 hours per week directly serving in their

congregation and then will be studying and attending to coursework on top of that. For many students, coursework averages 15 hours per week.

Many ELCA candidacy committees have encouraged students to engage in multi-cultural ministry. We strongly encourage students to get involved in some sort of ecumenical and/or multi-cultural engagement in their internship community. This will look different in every context. Some congregations already have ministries that interns can join. Other congregations may not be as involved in their communities. The intern might help the congregation explore ways that they can connect with more diverse people in their community. Diversity can include but is not limited to ethnicity, socioeconomic status, race, gender, different Christian denominations or other faith traditions.

Creating Learning Goals

A Learning and Serving Covenant (LSC) is due to the seminary within four to six weeks of beginning internship. This is to be created in conjunction with the Initial Self-Evaluation.

After a year of internship, the ELCA asks interns, supervisors, and internship committees to evaluate whether a student is “competent at a novice level” in multiple areas. Trinity uses these same competencies for students from other traditions. As you consider how you will structure learning and serving in your site, think about what might help you demonstrate competence in the areas listed in Appendix A.

The ELCA provides rubrics as guidelines for “what does good look like” for the ELCA standard outcomes of internship. As intern and supervisor negotiate additional personalized outcomes, keep in mind that these must be evaluated as well. Deciding at the beginning how you will measure progress toward those personalized outcomes is critical in creating a Learning and Serving Covenant that is useful as you move through the internship period.

While each category appears separately on the evaluation form, there are ways you might intentionally focus your learning on achieving multiple competencies at the same time. For instance, you might increase your administration skills through working with the mission team as you all address issues of need or justice in the community. You will likely sharpen your theological articulation through preaching and teaching.

Remember: *The goal of internship is not to form the intern as a more engaged participant of a faith community, but as a LEADER of such a community.* Observation periods and strategies outlining “participation” are necessary at the beginning of internship to get to know the

community. However, interns should be provided ample opportunity to practice the complex and inter-related behavioral skills needed to LEAD.

Writing your learning and serving covenant: Considering all the areas of competency that will be evaluated for candidacy, please create 3-5 learning goals. Your initial evaluation will provide a starting point for considering your strengths and weaknesses. Final goals should be made in a conversation with your supervisor. Your learning goals should be tailored to your own learning needs based on your previous life experiences and areas of strengths and weaknesses.

- **At least one goal should be based on deepening an area you perceive to be a strength.**
- **At least one goal should be focused on improving an area of weakness.**
- **At least one goal should address an area that you have not yet had much experience.**

For each goal use the sample format below:

1. What do you want to accomplish?
State your goal succinctly. This should be an appropriately broad goal. For instance, "Become a better pastor" is too broad. "Learn how to lead a funeral" is too narrow. Learning how to lead a funeral might be one learning strategy in section 3 of a broader goal, such as "Learn how to provide pastoral care, especially for people who are grieving."
2. Indicators: What is internally or externally indicating to you that you could benefit from specifically working on this goal?
3. Learning Plan: How do you want to accomplish it? What specific steps will you take? The more specific and concrete you can be, the better.
4. Evidence of Accomplishment: How will you know you have accomplished it? List descriptions of what growth in this goal will look like.
5. List any ways you might sabotage learning this goal.

Examples:

Goal - Focus on the area of little experience

Learn how to lead through pastoral decision making and collaborative sharing of power.

Indicators:

1. I have not had many opportunities to be the leader of an organization. I typically am someone who is a good team player, but often defer to other stronger leaders.
2. I have volunteered in many capacities in a church but have not overseen volunteer leaders of various ministries.
3. I have witnessed leaders in business in my former employment, but not paid close attention to how a pastor uniquely leads.
4. The church is changing, and so pastors need strong leadership skills to help churches navigate change.

Learning Plan:

1. Attend all council meetings to observe how the pastor and council share power.
2. Provide pastoral guidance to the lay leaders in charge of the mission committee.
3. Discuss leadership strategies and why my supervisor leads the way she/he does during supervision at least once every month. Share my attempts at leadership and reflect on how decisions may be the same or different if theology and/or pastoral identity is kept in mind when making decisions.
4. Pay attention to administrative tasks and how they support or hinder congregation members' ability to take on leadership. This includes setting calendar dates for meetings, providing ongoing updates and communication, helping advertise opportunities, etc.
5. Write newsletter articles at least three times connecting the mission ministry team to the wider congregation, including some sort of opportunity for how others may get involved.
6. Read *Community* by Peter Block and consider how a community organizing mindset shifts my sense of pastoral leadership.

Evidence of Accomplishment

1. I will be able to begin articulating how pastoral leadership is the same or different than other types of leadership I have witnessed in educational and secular settings.
2. I will be able to connect seemingly mundane tasks such as newsletter articles and e-mails to my sense of pastoral leadership.

3. I will know how to interact with the church council and ministry teams to bring about change and support the ongoing ministry.

Ways I Can Sabotage My Learning of this Goal:

1. Get so excited about leading I take over too many tasks and don't share power and leadership with congregation members.
2. Don't communicate well, so congregation members don't know how to get involved.
3. Forget to intentionally focus supervision time on reflecting with my supervisor on the nature of pastoral ministry.

Goal - Strengthening a Weakness

Learn how to provide pastoral care, especially for people who are grieving.

Indicators:

1. When I know someone has experienced a recent death in their family, I am very nervous that I will say the wrong thing and make them feel worse.
2. I have never led a funeral before.
3. I prayed with people at the time of their loved one's death during CPE, but I have never provided ongoing care.
4. My CPE peer group gave me feedback that indicated that I don't always pick up on verbal and non-verbal cues from people who are grieving.
5. Attending to grief is a regular part of the pastor's role in a congregation.

Learning Plan:

1. Sit in when my supervisor is meeting with a family to plan a funeral. Debrief the experience afterwards in a supervision session. (2-3 times.) Work towards leading a meeting with a family.
2. Provide some worship leadership as appropriate when there are funerals at my internship site. Lead and preach for at least one funeral if possible.
3. Meet with a local funeral director to find out how they approach

their meetings with families. Gain a sense of how the funeral

planning process works and what funeral directors wish pastors knew.

4. Ask to be set up as a regular visitor to a person who has recently experienced a loss. Visit 1-2 times per month to check in on the person, provide support and try to understand their emotional and spiritual needs in the midst of loss. Ask to be set up as a regular visitor with someone who is terminally ill or reaching the end of their life. Visit 1-2 times per month (or more frequently if the person is actively dying) with the person and their family if appropriate. Provide support and try to understand their emotional and spiritual needs. Talk through these visits during supervision once a month or as appropriate.
5. Meet with congregation members who are part of the church's visitation team. Interview them about what they have learned about supporting people in grief.
6. Theologically reflect on the nature of death and resurrection with my supervisor at least twice during supervision time.

Evidence of Accomplishment:

1. I will know how to attend to the immediate spiritual and emotional needs of a congregation member who has experienced the death of a loved one. My anxiety about death will not get in the way of my ability to provide pastoral care in a crisis.
2. If possible, I will lead a funeral and become confident in leading future funerals without the support of a supervisor when I am in my first call.
3. I will have moved beyond the crisis moment and learned how to allow a congregation member's grief to continue in whatever form it may take. I will not jump to platitudes in order to make myself feel better if another person's grief is ongoing.
4. I will understand my theology of death and resurrection and how it intersects with real life situations of life and death.

Ways I can Sabotage My Learning of this Goal:

1. Allow busyness in other areas of ministry to get in the way of regular visitation.
2. Not reach out for feedback or support from my supervisor.
3. Avoid taking the agreed upon action steps laid out above because of my anxiety.

Your learning goals should be tailored to your own learning needs based on your previous life experiences and areas of strengths and weaknesses.

Possible Learning Strategies

If you need suggestions of concrete steps you can take to achieve specific learning goals, you may find this list of learning strategies helpful. It is not expected that you complete all the learning strategies on the list. Focus on 3-5 overarching learning goals that can be measured and evaluated over time. Some of these suggested learning strategies might be action steps you take towards the overarching learning goals you write.

1. **Leadership** (Healthy relationships with self, others; stewardship/generosity; life of discipleship.)
 - a. Become personally acquainted with leaders of other congregations in the community and the synod.
 - b. Contact either in person or by correspondence with representatives of synods or church-wide agencies leading to an increased understanding of their function. (Two such contacts would be average.)
 - c. Recruit congregational leaders for visits or meetings which focus on the congregation's relationship to other congregations or agencies receiving benevolence support. (Two such visits or meetings would be average.)
 - d. Study advocacy and service programs sponsored by the local ministerial alliance and the statewide Council of Churches.
 - e. Spend time at an agency or synod office or with an administrator from them in order to understand the activities of the agency or office. (Six hours spent in such exploration would meet the minimal expectation.)
 - f. Assist in the preparation of the annual congregational report to the judicatory (synod/district/presbytery/denomination) to become acquainted with the categories and rubrics.
 - g. Report to the congregation or Church Council/Vestry/Session concerning a meeting or visit you had which resulted in a more comprehensive view of church activity. (Two such reports would be average.)
 - h. Dialogue with members in strategic social, political, and/or economic positions as to how their faith and vocation interact.

- i. Help to identify the gifts and abilities of new and ongoing members and follow through by assisting these people to use their talents in and beyond the parish.
- j. Recruit, train, and supervise volunteers as they work in various congregational or community programs.
- k. Recognition in worship services of ministries outside the congregation.
- l. Vocational guidance and/or counseling. Ministry to the unemployed. *Megatrends 2000*, a book written by John Naisbitt and Patricia Aburdene (published by New York: Wm. Morrow and company, 1996), reports that three career changes is getting to be normative in our land.
- m. Marriage enrichment. Parenting helps. Singles' ministries. How about some intentional ministry or programmatic emphasis in each of these three areas during the year?
- n. Involvement in specific programs related to lay vocations that may already be in place: Stephen Series, "Monday's Ministries," Crossroads, Via de Cristo (Lutheran Cursillo / Emmaus), etc.

2. Leading Worship

- a. Worship leadership, including planning specific services, and working with worship and music committee.
- b. Serve as assisting minister, leading all parts of the service available to the intern.
- c. Observe and/or assist the pastor in pastoral acts such as baptisms, wedding rehearsals and weddings, and funerals.
- d. Study opportunities in the area of worship (e.g. workshops, seminars, periscope study group, etc.) Specify any such anticipated opportunities.
- e. Use of the arts and appropriate media as a part of worship.
- f. Elicit ideas for worship and worship aids from the worshipping community.
- g. Design worship appropriate to various cultural contexts.

3. Preaching

- a. Preaching. (Once a month is a minimum.)
- b. Preach evangelistic sermons. (You and your supervisor decide what "evangelistic" means! Two evangelistic sermons would be average.)
- c. Preach stewardship or generosity sermons.

- d. Sermon evaluation meetings with a group of representative worshippers (other than congregational Internship Support Committee). (One such meeting per quarter would be average.)

4. Teaching

- a. Teach at least one class in the congregation's or agency's educational program. (One class per week would be average.)
- b. Orientation to the administration of the entire educational program of the congregation.
- c. Learn more about the use of the arts and appropriate media in education.
- d. Participate in the training of teachers and the evaluation of their work.
- e. Teach evangelism. (A four lesson course would be average.)
- f. Teach stewardship. (A four lesson course would be average.)
- g. Actual administration of one educational program from initial planning through evaluation.
- h. Teach an adult forum series in which the encounter of Christianity with the other world religions or ideologies is examined. (A four lesson course would be average.)

5. Evangelism

- a. Share one's own faith in an explicit way both within the congregation and the community.
- b. Work with the evangelism committee or other committees which seek to involve all members of the congregation in evangelism. (Four such meetings would be average.)
- c. Become personally involved and encourage members of the congregation to participate in the global mission of the church through contact with persons overseas, study seminars, Global Mission Events, etc.
- d. Leadership in inclusive ministry, working toward representation by minority members on congregational boards and committees.
- e. Help lead the congregation out of a preoccupation with its internal affairs into loving mission and service to people beyond its boundaries.

- f. Help the congregation bring about constructive change in its own life. This necessarily includes dealing with conflict. Work to understand the dynamics of both prophetic ministry and reconciliation ministry.

6. Pastoral Care

- a. Cultivation of personal piety. What personal devotional practices do you intend?
- b. Opportunities for spiritual direction. Consider this as an adjunct to your spiritual well-being.
- c. Visit members, including youth, aged, the bereaved, etc.
- d. Visit unchurched people. (Harder to identify in some locales, but present most everywhere. Get acquainted with your community as a mission field.
- e. Grief ministry, including visits with the sick, the bereaved, those separated or divorced, the unemployed, etc.
- f. Evaluation of pastoral calls by the use of verbatims.
- g. Equip and train members to serve in this ministry by including others when making calls or by recruiting persons who have received specific ministry and/or training.
- h. Study opportunities in the area of pastoral care and counseling. Specify particulars.

7. Social Justice Ministry

- a. Participate in programs of social outreach conducted by the congregation or other church/community agencies.
- b. Work with the appropriate congregational committee or other committees addressing social justice issues or assessing community needs.
- c. Develop a referral list using governmental, private, and church agencies.
- d. Assess the church critically as an institution in relation to the adequacy of its ministry among the people it serves.
- e. Challenge practices in the congregation and community which foster or support sexism, racism, or ageism. Review, in advance, challenge strategies with your supervisor.
- f. Cooperate with other congregations or agencies in ministering to the disenfranchised of the community. Don't surprise your supervisor with the nature of your cooperative efforts.
- g. Learn intervention tactics in situations involving alcoholism,

drug dependency, child or spouse abuse, etc. If possible, assist with an intervention.

- h. Study opportunities you expect to have or seek out in the area of social ministry.

8. Stewardship

- a. Participate in the stewardship program of the congregation, including budget development and monitoring. (For the purpose of fiscal stewardship, an intern is considered to be a member of the congregation.)
- b. Participate in stewardship calling, or other programs wherein the congregation's members are challenged financially.
- c. Continue to keep your own time management under surveillance. (Twice during the year, keep a time log over a two-week period.)
- d. Work with the financial secretary toward understanding the process of recording financial contributions and making reports to the congregation and to individual contributors.
- e. Work with the church treasurer toward understanding the process of the disbursement of contributions/offerings. Pay particular attention to the manner in which benevolences and designated gifts are treated.
- f. Encourage members of the congregation to consider personal involvement with and financial contribution to community and church organizations beyond congregational boundaries.
- g. Study the social, economic, and political realities of our time and how the church and its theology interact with them. (Two books or workshops in this area would be average.)
- h. Explore the matter of large gifts from individuals and bequests.

9. Ecumenism

- a. Engage in dialogue with people of other faiths.
- b. Study of the multicultural and global context within which the Christian faith makes its witness.
- c. Study of the arts as giving symbolic expression to the culture of our time.
- d. Develop a concern for the entire world: its people, nations, and institutions; as well as for all the products and resources of nature: acceptance of ecological responsibility.

- e. Become familiar with church-wide policy on ecumenical relationships. For ELCA students, you might focus especially on full communion partners.

Theological Reflection

Defining Theological Reflection

The term “theological reflection” describes a process of thinking about the world with an eye to what might be revealed to us about God and God’s mission. It is more than just pondering, or ruminating. It is a process of discernment. When reflecting in this way we are trying to discern the *theological* meaning of a particular slice of human experience. It is distinct from other forms of reflection/discernment (e.g., psychological, sociological, ecological, legal, etc.) because it seeks to discern what God is doing in a particular situation *and* what this divine activity means for those involved.

Theological reflection is a hermeneutical process. Broadly speaking, hermeneutics refers to the process of interpreting the meaning of a text. Of course, this refers to *written texts* such as the Bible. But ministry also involves reading *living human documents* in order to discern, as best we can, how God’s activity in the world is revealed to us and what it means.

Theological reflection is not a matter of *applying* theology to a situation. It is not a “one-way street.” Rather, theological reflection brings human experience into a conversation with the Christian faith and probes how each can question and respond to the other. It is in this sense a “two way street.” It is a correlation of Word and world.

For instance, an experience of death raises questions about the meaning of life. Christianity has many ways of responding to this question, most centering on the notion that life is a gift and is therefore sacred. But the miracles of modern medicine through which a person may be kept technically/mechanically alive confront us with new dilemmas about what God wills and how the spirit is active in these extreme circumstances. Much can be learned about God and human nature from reflecting on such a situation.

It is also possible for our theological reflection to travel in the opposite direction on this “two-way street.” The Christian tradition may pose a question to which human experience can bring clarity. We trust this is true because treasure of God’s self-revelation can be hidden in the earthen vessels of human experience (2 Cor. 4.7-11). So when the Psalmist asks, “Why are you cast down, O my soul, and why are you disquieted within me?” (Ps. 42 and 43), our experience may answer, “Because I’m depressed. My body chemistry is out of whack.” And this might lead to additional reflection and additional revelation about what it means to be “fearfully and wonderfully made.” (Ps. 139.14)

There is no need to be afraid of what we might discern. As Seward Hiltner pointed out in his classic *Preface to Pastoral Theology* (1958), a Biblical theologian does not cringe in fear that some new scroll might be discovered that will force us to reconsider an important aspect of Christian theology. Indeed, Biblical theologians intentionally seek such scrolls. Likewise, we are free to reflect on human experience, fearlessly entertaining any and all questions and conundrums we may encounter.

Doing Theological Reflection

Here are some reliable steps, first broadly outlined, then broken down into more specific steps, that can guide us in the process of actually doing theological reflection. These are suggestions, not mandates, which have been distilled from and shaped by the resources noted at the end of this section.

Theological Reflection, Broadly Speaking

On the one hand, think expansively. Many aspects of Christianity are available for consideration such as:

- The Bible (and its modes of expression – lament, parable, apocalyptic, proverb, histories, letters, etc.).
- Key doctrines and themes (sin, salvation, atonement, forgiveness, resurrection, hope, revelation, Trinity, ecclesiology, eschatology, Christology, pneumatology, creation, law, gospel, etc.) An invaluable tool in this regard is a concise dictionary of theological terms.¹
- The liturgy and the sacraments.

Many aspects of human experience are also available:

- Personal experience, both your own and that of other individuals.
- Communal experience, such as that of congregations, institutions, neighborhoods, nations, and denominations.
- Cultural experience, including race, gender, ethnicity, nationalities (though these are also reflected in personal and communal experience)².

Quality theological reflection maintains a focus on action as its result. Changed behavior, actual decisions, renewed commitments – these are the end game. To get there, theologians James and Evelyn Whitehead³ suggest three steps, broadly speaking: attending, asserting, and deciding.

¹ Classics are *A Handbook of Theological Terms* by Van Harvey (1997) or *Pocket Dictionary of Theological Terms* by Grenz, Guretzki, and Nordling (1999)

² Years ago psychologist Paul Prusyer suggested seven themes that have stood the test of time as being ripe for theological reflection: awareness of the holy, providence, faith, grace/gratefulness, repentance, communion (capacity for relationship), and vocation. (*The Minister as Diagnostician: Personal Problems in Pastoral Perspective*, 1976).

³ James and Evelyn Whitehead, *Method in Ministry: Theological Reflection and Christian Ministry*,

Attending involves the engagement of the many possible aspects of theology and experience noted above. You cannot engage everything, just as a conversation cannot address all possible topics. Concentrate on what seems most promising and relevant. Attending involves listening/paying attention and lots of it. In this step, it is important to suspend premature judgment. This does not mean abandoning one's convictions; it means allowing your convictions to come into conversation with the convictions of others.

Asserting moves from listening to articulating you are learning – not authoritatively but conversationally. This step is a midpoint between not being able to share a conviction (passivity) and forcing a conviction on others (aggression). This step in theological reflection usually involves some “on the one hand this, but on the other hand that” kind of statements. This is the place to explore ambiguity and ambivalence.

Deciding comes last. The previous two steps, attending to and pursuing creative conversation with various elements of experience and the faith, lead to a point of decision. In a strictly academic setting, a decision in this sense may simply involve an intellectual commitment to one way of viewing a particular aspect of the faith or a particular piece of human experience. In the actual world of ministry, however, this step should eventuate in a plan of action. What behaviors or methods will change? What commitments will be renewed or abandoned?

Theological Reflection, More Specifically

On the other hand, the more specific our theological reflection is, the more useful it can be. Robert Kinast, in *Let Ministry Speak: A Guide to Theological Reflection*, answers the question “How does one do theological reflection?” with a five-step process. It can serve as a very reliable guide.

1. Select an experience
2. Describe the experience
3. Enter the experience
4. Learn from the experience
5. Enact the learning

1. Select an experience – Choose something specific, important, and meaningful. Experiences involving tension, conflict, or uncertainty lend themselves well to theological reflection as do situations in which perspectives on sin and salvation are prominent. An experience in which you were personally involved is a must.

2. Describe the experience – State the facts about the experience without yet interpreting them: who was involved, how did it come

about, when and where did it happen, what happened. (Note: “why” questions are not involved at this point!)

3. Enter the experience – To learn from an experience it is important that you attempt to relive it. Capturing some of the experience with verbatim dialogue can be very helpful. Central to this step is an attempt to capture the feelings of those involved in the experience, particularly your feelings.

4. Learn from the experience – With this step the process moves from attending to asserting (as described above). Here you work out the correlation of Word/world or faith/experience. Here you travel both directions on the theological street, allowing the answers (and questions) of the faith to be tested against the questions (and answers) offered by living human documents. Here you discover both what you already know and trust about faith and human experience as well what you do not know, or do not yet understand.

5. Enact the learning – This step involves pastoral decision-making. Enacting our learning happens in different dimensions. Personally, we decide in what ways the learning that has resulted from our reflections can reshape our identity or self-image. Professionally, we decide what the learning contributes to our ministerial identity. Theologically, we decide how our learning can broaden, deepen, or refine our theological perspective. All these dimensions affect the pastoral decisions we make in response to the experience on which we reflected. These decisions, in turn, create new experiences on which we can reflect.

To sum up: Begin your reflection expansively, then narrow your focus deliberately. Suspend pre-conceptions (without necessarily abandoning commitments) as you move forward. Allow various points of view to contend with each other, and then commit to a way forward – even if that means backing up and heading in a different direction!

Some resources to assist with theological reflection:

Conversations That Change Us: Learning the Arts of Theological Reflection (2nd ed.) by Joyce Bellous and Dan Sheffield. Tall Pine Press, 2021.

Theological Reflection: Methods (2nd ed) by Elaine Graham, Heather Walton, and Francis Ward. SCM Press, 2018.

Internship Ministry Project

Note: This section of the manual provides an overview of the Internship Ministry Project (IMP). Students enrolled in MN-3500 Ministry Project during internship should follow the instructions in that syllabus for additional details, course requirements, and deadlines.

All Trinity Lutheran Seminary interns complete a Ministry Project as part of their learning. In this project, interns have the ability to take on a deeper level of leadership in a particular area of ministry in their internship congregation and do something substantial that can make a significant ministry impact. As you consider your ministry project, consider not only your particular interests and learning goals but also the needs of your congregation. Is there a new ministry they are hoping to get off the ground? Does a current ministry need to be transformed? The ministry project is an opportunity for the intern to use their gifts, passions and learning process to help move the congregation's ministry forward. Regardless of the specific project focus, the ministry project will also be an opportunity for the intern to practice their administration and leadership skills. Feel free to contact the Director of Contextual and Experiential Formation to discuss potential project ideas and their viability.

Learning Outcomes

By completing this assignment, the student will:

- Practice planning and leading a ministry (hone administration and leadership skills).
- Experience the steps of gathering a team, determining goals and outcomes, planning and executing a planned ministry.
- Evaluate one's own ministry leadership and the effectiveness of a particular ministry.

The Internship Project is an opportunity to identify, plan, lead, and evaluate a ministry project with the people at the internship context. The planning, evaluating, and theological reflection aspects of the project and its accompanying reports are just as important as the actual execution of the project. The Ministry Project plan should be developed by the intern with supervisor input, and in coordination with stakeholders in and outside the congregation.

Additional Information, including forms and evaluations are provided in MN-3500, the Ministry Project Course.

Evaluations

Over the course of internship, students, supervisors and internship committees are asked to provide feedback regarding the intern's growth and gifts for ministry. This will occur through a combination of forms created by TLS and, for ELCA students, through the ELCA internship evaluation forms that are required as part of the student's candidacy process.

Your Internship Timeline provides the dates by which your evaluations are due.

Items related specifically to ELCA interns:

Please note: earlier deadlines imposed by your candidacy committee regarding ELCA forms take precedence over that document.

All ELCA Candidacy forms can be found at:
<https://www.elca.org/Resources/Candidacy>

1. ELCA interns are responsible for sending copies of their first-year evaluations to their candidacy committee in a timely manner. (Copies of the first-year evaluations will be available to the student, supervisor and committee chair by contacting the TLS Contextual Education Office)
2. Evaluations must be shared between the appropriate parties (supervisor and intern, or internship committee and intern) and discussed. Student and Supervisor should sign the ELCA forms before the student sends the copies to the tlscontextual@capital.edu email. Email the current director of contextual education as well.
3. Occasionally an intern will want to comment on the TLS evaluation forms submitted by their supervisor and internship committee chairs. To inquire about this process, contact the Director of Contextual and Experiential Formation.
4. If concerns are raised on the ELCA Mid-Year Evaluation that will not be addressed naturally through continued time on internship, the intern, supervisor and internship committee will be asked to check in on the intern's progress at 9 months.
5. The (Candidacy) Final Evaluation forms should be sent to the tlscontextual@capital.edu email, to the current TLS contextual ed director, and sent to the Candidacy committee along with

the intern's Approval Essay and

other candidacy required documentation. Note: TLS needs evaluations and approval essays no later than August 31st so that faculty members have time to review these documents prior to the student's senior interview which will be scheduled in September or October. **Candidacy committees may have earlier deadlines for their process. It is the student's responsibility to make sure evaluations, and their approval essay are turned in on time for their candidacy committee's deadlines.**

6. The expectation is an intern should be "competent at a novice level" after a year of internship. If a supervisor or internship committee does not think they will be able to recommend an intern as "competent at a novice level" in multiple areas of ministry at 12 months, it is possible to delay the completion of the (Candidacy) Final Evaluation. Please contact the Director of Contextual and Experiential Formation as soon as you have concerns that you will not be able to complete the (Candidacy) Final Evaluation on schedule.

Sample Evaluation Questions

In order to focus the internship towards successful growth in pastoral identity as well as ministry competencies, it is helpful to know what skills and areas of growth will be measured. Please see below the list of evaluation tools that will be used throughout internship. These are draft forms of the evaluation tools. The Contextual Education office will send links to the actual evaluations at designated times.

At 6 months and 12 months, ELCA interns will need to download candidacy evaluation forms from the ELCA website.

Initial Self-Evaluation (sample questions from online form)

Be prepared to speak to these kinds of questions:

- In what areas are you already well prepared for internship ministry?
- In what areas do you need significant additional preparation for internship?
- Identify areas of growth that will need specific attention over the course of the internship.

For the next set of questions, please use the following scale:

1-Not there yet: The intern's practice shows signs of development in this area but is inconsistent and highly variable relative to anticipated outcomes. The intern's practice requires extensive support and relies substantially on the supervisor's guidance.

2-Approaching Competency: The intern's practice varies in consistency and effectiveness. There are clear signs of emerging strengths and growing competence in these ministry areas. The intern is increasingly independent but uses the feedback of the supervisor and lay committee to inform her/his learning.

3-Competent: The intern's practice in this ministry area is generally consistent and reliable. Their practice demonstrates the desired outcomes for internship and a readiness for ordained ministry at a novice level. The intern demonstrates self-awareness of their strengths and areas for growth in this ministry area. The intern is prepared to assume responsibility for the daily work of ministry in this area with continued support from first call theological education and veteran ministry colleagues.

4-Strong: The intern's ability in this area has moved beyond basic competence at a novice level. They are starting to show signs of proficiency and greater independence. In this area of ministry, you are able to relate to the intern as a colleague instead of one who needs high levels of supervision.

5-Very Strong: The intern has been able to spend substantial time developing in this area of ministry. The intern's practice in this area demonstrates a maturity or depth of experience beyond that which would be expected of a beginning pastor. The intern has demonstrated leadership and is well ready to take on this type of ministry in a first call.

Comments Sections always follow the rating.

This same series of competency questions will be used with Intern / Supervisor / Committee at other times during the internship.

How would you rate this person at various points in ***Preaching Delivery***: (for example: vocal inflection, volume, expressiveness, postures, gestures, connecting with the congregation.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in ***Sermon Crafting***: (for example: organization/flow of the sermon, Biblical interpretation, ability to connect the Gospel message to people's lives.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Leading Worship** (for example: confidence, poise, ability to adapt in the middle of the service, appropriate volume, preparing liturgy for worship.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Pastoral Care** (for example: listens attentively, maintains confidentiality, and responds appropriately to needs of diverse populations in the congregation and to a variety of life circumstances.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in their **ability to think and speak theologically** (for example: this could include preaching, teaching, casual conversations, evangelism, public witness, etc.)

1 2 3 4 5					
Current level					

How would you rate this person at various points at **Teaching/Faith Formation** (for example: uses appropriate methods for teaching in and across developmental and life stages, across diverse abilities, learning styles and populations, provides learning opportunities grounded in their theological perspectives and emphases, facilitates group discussions effectively.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Evangelism** (for example: is comfortable speaking about personal faith with

congregation members and those outside the congregation, can teach about the Bible and faith in a way that people without a church background can understand, creates relationships with those outside the congregation, encourages faith in people outside the congregation, creates a welcoming environment for those who are new to the church or faith.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Administrative Skills** (for example: budgets, timely completion of tasks, time management, attention to detail, working with committees, agendas.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Leadership Skills** (for example: vision casting, motivating people, dealing with change, dealing with conflict, thinking strategically.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Understanding of Stewardship in a Congregational Setting**? (for example: knows how/is comfortable talking about money and resources within the congregation, knows how to lead a stewardship campaign/budgeting process, can articulate the mission of the church and how finances are related to mission, recognizes how their own personal stewardship impacts their ability to talk about stewardship in a congregation, embodies a mindset of abundance instead of scarcity.)

1 2 3 4 5					
Current level					

Do you have any other comments?

TLS 9 Month Internship Evaluation Form

If any areas of concern were identified at the six-month evaluation, you will be asked to complete the 9-month evaluation form. Be prepared to speak to these kinds of questions:

- Describe any areas of concern that were identified at the six month evaluation.
- What steps have been taken to address those areas of concern? • How is the supervisor/internship committee supporting the intern as they work on identified areas of concern?
- What would it look like for the intern to be evaluated as "competent at a novice level" on their final ELCA internship evaluation form?
- What further steps does the intern need to take between now and the final ELCA evaluation form to be "competent at a novice level"?
- What other resources does the intern need to support growth in the identified areas of concern? (Examples might include: spiritual direction, therapy, academic tutoring, suggested books or articles, etc.)

ELCA 12-Month Evaluation Form

Download the most current version of the ELCA 12-month evaluation form at <https://www.elca.org/Resources/Candidacy#Internship>.

Candidacy

[Start Here](#)[Candidates](#)[Essays](#)[Congregations](#)[Internship & Seminary](#)[Synods](#)

Below you will find forms pertaining to internship there is no need for a community account, password or other login. All forms unless otherwise specified on the form, must be sent directly to seminary.



Word and Sacrament
Internship - Three
Month Evaluation -
INTERN
[Download](#)



Word and Sacrament
Internship - Mid-Year
Evaluation - INTERN
[Download](#)



Word and Sacrament
Internship - Nine
Month Evaluation -
INTERN
[Download](#)



Word and Sacrament
Internship - Final
Evaluation - INTERN
[Download](#)



Word and Sacrament
Internship - Three
Month Evaluation -
SUPERVISOR
[Download](#)



Word and Sacrament
Internship - Mid-Year
Evaluation -
SUPERVISOR
[Download](#)



Word and Sacrament
Internship - Nine
Month Evaluation -
SUPERVISOR
[Download](#)



Word and Sacrament
Internship - Final
Evaluation -
SUPERVISOR
[Download](#)



Word and Sacrament
Internship - Mid-Year
Evaluation -
COMMITTEE
[Download](#)



Word and Sacrament
Internship - Final
Evaluation -
COMMITTEE
[Download](#)



Report of
Internship/Report of
Faculty (Form D)
[Download](#)



Word and Service
Internship - Site
Application
[Download](#)



Word and Service
Internship - Learning
Covenant
[Download](#)



Word and Service
Internship - Check-In -
INTERN
[Download](#)



Word and Service
Internship - Midterm
Evaluation - INTERN
[Download](#)



Word and Service
Internship - Final
Evaluation - INTERN
[Download](#)



Word and Service
Internship - Check-In -
SUPERVISOR
[Download](#)



Word and Service
Internship - Midterm
Evaluation -
SUPERVISOR
[Download](#)



Word and Service
Internship - Final
Evaluation -
SUPERVISOR
[Download](#)



Word and Service
Internship - Check-In -
COMMITTEE
[Download](#)



Word and Service
Internship - Midterm
Evaluation -
COMMITTEE
[Download](#)



Word and Service
Internship - Final
Evaluation -
COMMITTEE
[Download](#)

ELCA Interns: 2nd Year Fall Evaluation Form

Be prepared to speak to the following as you develop new learning goals and make any updates to your Learning Serving Covenant.

Section 1:

Please review all three (intern, supervisor, committee) ELCA (Candidacy) Final Evaluation Forms.

Based on your evaluation and the experiences you have had on internship so far, please outline any action steps you will take over the remainder of internship to shore up any areas of weakness and build on your areas of strength.

What else do you need to know or do in order to be ready for your first call? How might you structure your time during the remainder of internship to make sure you are experiencing and learning all you need to before graduation?

Section 2:

Because 2+2 students have a longer span of time for learning, our hope is that a deeper level of leadership will emerge over the course of the second year.

Please reflect on the following:

Has internship provided opportunities for developing transformational leadership? Please note, given the role of the intern, it may only be appropriate for a student to have observed a supervisor engage in ministry in these ways or to discuss how to do this kind of ministry. These questions, in particular, are meant to encourage conversation between a supervisor and intern about how their experience might go deeper than a traditional one-year internship.

Please respond with:

1-You have not had an opportunity to grow in this area.

2-You have had conversations with the supervisor regarding this topic and/or watched the supervisor engage in this kind of leadership, but has not had an opportunity to lead in this area.

3-You have begun testing out this kind of leadership, but still, need support in more growth.

4- You have successfully exhibited this kind of leadership. (If you

answer four, tell me a story of when this occurred in the ministry.)

Following each rating, there will be room for comments, especially addressing the question: "How might you further develop this skill?"

Learned steps for how to help a congregation embrace a necessary change for effective mission.

1 2 3 4 5					
Current level					

Initiated change in the congregation or a specific ministry of the congregation.

1 2 3 4 5					
Current level					

Had conversations with lay leadership about defining the mission of the congregation (or a specific ministry of the congregation).

1 2 3 4 5					
Current level					

Identified demographic and other key characteristics of the community in which your congregation is situated.

1 2 3 4 5					
Current level					

Connect with a particular sub-group of people in your community who might somehow be impacted by a ministry of your congregation even if they never join your church.

1 2 3 4 5					
Current level					

Trained congregation members to step into leadership of a particular ministry.

1 2 3 4 5					
Current level					

Create Three Learning Goals for the remainder of internship.

- One that focuses on shoring up a weakness.
- One that focuses on deepening a strength.
- One that is related to increasing your leadership capacity.

These learning goals do not have to be completely separate from what you are already doing. Instead creating these goals is meant to help you focus your energy and attention in particular areas. For each goal, answer the following:

1. How you plan to achieve your goal
2. How you will know you have achieved your goal

TLS 2nd Year Fall Evaluation Form – Supervisors
(and Internship Committee, if desired)

The supervisor will be asked questions such as the following:

The intern has shared their 2nd Year Fall Self-Evaluation with you.
Please respond:

- Are there any areas you think need further attention that the intern did not address in their self-evaluation?
- How will you support the intern in achieving their new learning goals?
- Do you have any other feedback to give the intern at this time?
- Do you have any feedback for the seminary at this time?

ELCA Final 2+2 Evaluation Form

Please rate using the following scale:

1-Not there yet: The intern's practice shows signs of development in this area but is inconsistent and highly variable relative to anticipated outcomes. The intern's practice requires extensive support and relies substantially on the supervisor's guidance.

2-Approaching Competency: The intern's practice varies in consistency and effectiveness. There are clear signs of emerging strengths and growing competence in these ministry areas. The intern

is increasingly independent but uses the feedback of the supervisor and lay committee to inform her/his learning.

3-Competent: The intern's practice in this ministry area is generally consistent and reliable. Their practice demonstrates the desired outcomes for internship and a readiness for ordained ministry at a novice level. The intern demonstrates self-awareness of their strengths and areas for growth in this ministry area. The intern is prepared to assume responsibility for the daily work of ministry in this area with continued support from first call theological education and veteran ministry colleagues.

4-Strong: The intern's ability in this area has moved beyond basic competence at a novice level. They are starting to show signs of proficiency and greater independence. In this area of ministry, you are able to relate to the intern as a colleague instead of one who needs high levels of supervision.

5-Very Strong: The intern has been able to spend substantial time developing in this area of ministry. The intern's practice in this area demonstrates a maturity or depth of experience beyond that which would be expected of a beginning pastor. The intern has demonstrated leadership and is well ready to take on this type of ministry in a first call.

After each section, supervisors will be asked to give an example or describe the growth you've seen.

How would you rate this person at various points in **Preaching Delivery**: (for example: vocal inflection, volume, expressiveness, postures, gestures, connecting with the congregation.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Sermon Crafting**: (for example: organization/flow of the sermon, Biblical interpretation, ability to connect the Gospel message to people's lives.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Leading Worship** (for example: confidence, poise, ability to adapt in the middle of the service, appropriate volume, preparing liturgy for worship.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Pastoral Care** (for example: listens attentively, maintains confidentiality, and responds appropriately to needs of diverse populations in the congregation and to a variety of life circumstances.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in their **ability to think and speak theologically** (for example: this could include preaching, teaching, casual conversations, evangelism, public witness, etc.)

1 2 3 4 5					
Current level					

How would you rate this person at various points at **Teaching/Faith Formation** (for example: uses appropriate methods for teaching in and across developmental and life stages, across diverse abilities, learning styles and populations, provides learning opportunities grounded in Lutheran perspectives and emphases, facilitates group discussions effectively.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Evangelism** (for example: is comfortable speaking about personal faith with congregation members and those outside the congregation, can teach about the Bible and faith in a way that people without a church background can understand, creates relationships with those outside the congregation, encourages faith in people outside the congregation, creates a welcoming environment for those who are new to the church or faith.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Administrative Skills** (for example: budgets, timely completion of tasks, time management, attention to detail, working with committees, agendas.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Leadership Skills** (for example: vision casting, motivating people, dealing with change, dealing with conflict, thinking strategically.)

1 2 3 4 5					
Current level					

How would you rate this person at various points in **Understanding of Stewardship in a Congregational Setting?** (for example: knows how/is comfortable talking about money and resources within the congregation, knows how to lead a stewardship campaign/budgeting process, can articulate the mission of the church and how finances are related to mission, recognizes how their own personal stewardship impacts their ability to talk about stewardship in a congregation, embodies a mindset of abundance instead of scarcity.)

1 2 3 4 5					
Current level					

Additional questions for consideration:

- Review the 2nd year mid-point evaluation. For any areas you identified as needing further growth, what steps did you take to address those growth areas? If you did not take steps, to address growth in those areas, why not?
- On the mid-point evaluation, we noticed a general trend of students reporting they were not engaging diverse groups of people either in their congregation or in their community. During the second year of internship was the intern able to connect with more diverse people (diversity may include: race, ethnicity, socioeconomics, gender and sexual minorities, Christian denominations, or other religious traditions, etc.)?
- If no, what were the challenges in your particular context that made this kind of engagement difficult? If so, how did they

connect?

- Was that through their own initiative or did they connect through an existing ministry of the congregation?
- How did education at Trinity prepare the intern for this engagement?
- What support did the internship provide in helping the student with this engagement?
- What are the strengths of the 2+2 model of theological formation?
- How could the 2+2 model be improved?
- Do you have any other comments?

Sermon Submissions

Throughout internship, you will be required to submit three sermons that you have written, recorded, and preached while on internship. A video recording link and manuscript must be submitted.

1. The first sermon that you will turn in will be your first sermon that you preach at your site. Send this shortly after you preach the sermon (within two weeks).
2. The second sermon that you will turn in will come from the midpoint of your internship. For ELCA students, this will be the sermon that you submit with your Approval Packet for candidacy. Please submit it along with your approval essay.
3. The last sermon you will submit will be one of the last sermons that you preach at your site. We request that you not use your final sermon as your third sermon you will submit. Send this shortly after you preach the sermon (within two weeks).

Please email your video recording and manuscript to the tlcontextualed@capital.edu email. Once your sermons are submitted, faculty members will review them to ensure you are meeting the degree outcome of proclaiming and communicating the gospel effectively in oral and written form. Use the following rubrics to help you craft, deliver, and evaluate your sermons.

- How would you rate yourself in **Preaching Delivery**: (for example: vocal inflection, volume, expressiveness, postures, gestures, connecting with the congregation.)
- How would you rate yourself in **Sermon Crafting**: (for example: organization/flow of the sermon, Biblical interpretation, ability to connect the Gospel message to people's lives.)
- Does your preaching **demonstrate**:
 - An understanding of the gospel message and its significance

for the world?

- How various forms of communication and media work, including their potential to transmit the gospel?
- An ability to relate the message of the gospel to current global, cultural, social, and individual contexts?
- An ability to write and speak coherently and persuasively?
- An ability to project a compelling personal presence when speaking in public?

Administrative Policies and Expectations

Clarifying Congregational Personnel Practices

The congregation/agency to which an intern is assigned is expected to clarify the personnel practices it considers to be a proper norm. While ministry is not a nine-to-five profession, and schedules cannot be strictly adhered to, for the sake of good order and to lessen possible later misunderstandings, agreement should be reached on items like:

1. Hours the intern is to be in the office.
2. Type of attire appropriate for work. If clerical shirts are expected daily wear, please inform the seminary student prior to their arrival.
3. Days the intern is to have off each week (except in emergency).

Note for ELCA students: That the intern is to have at least one day-off each week is non-negotiable as set forth by ELCA guidelines (and recommended strongly by the seminary for all students),

<http://www.elca.org/Resources/Candidacy#Congregations>.

4. Specific tasks and routines which apply to everyone in the office (for example: leading in office devotions, preparing coffee, procedures regarding the mail, etc.).
5. Vacation dates available to the intern (a total of two weeks during a twelve-month internship with stipend is guaranteed by ELCA guidelines and recommended strongly by the seminary for all students). Interns are strongly discouraged from using vacation time to move in or out of the internship housing.
6. Total amount of remuneration and its division among the categories of stipend, housing/utilities, professional expenses

(including car). Make sure you have on file with the congregational treasurer a completed W-4 form entitled "Employees Withholding Allowance Certificate" as well as form I 9; also, get clarity about the day(s) of the month when the remuneration will be paid.

7. Time and place for weekly supervisory session. Also get clarity about what you will allow to interrupt or cause you to reschedule your weekly expected time together.
8. Clarify your mutual commitment to attending the Internship Cluster meetings.
9. Clarify the ways and means of getting to local ministerial, conference, and synodical meetings as well as to retreats and training events that may be desirable.
10. Other applicable matters that are contextually specific.

Stipend and Benefits

	YEAR 1*	YEAR 2
Travel pool (supports travel for all interns)	\$500	--
Administrative/Tuition	\$2,000	--
Stipend (minimum)	\$24,000 ** (\$2,000/month)	\$24,000 ** (\$2,000/month)
Health Insurance Premium	0	0
Housing (rent)	Varies	Varies
Utilities (includes: heat, lights, water, garbage, internet, association fees if applicable)	Varies	Varies
	\$25,500 +housing and utilities	\$24,000 +housing and utilities

**This column alone reflects the estimated costs of a 1-year internship. 2+2 internships estimates use both columns. The estimates follow Trinity's fiscal year: July*

1-June 30.

***Stipend updated September 2023 at all ELCA Seminaries.*

Please note: Geographically restricted interns receive a stipend, but in almost all cases do not receive housing. Part-time intern stipend will be prorated.

Interns should not be housed with members of the congregation (or other individuals connected to the ministries of the congregation or site). This supports the maintenance of professional boundaries and contributes to the intern's learning and development as a leader in the church.

Travel Pool Equalization Fee

A one-time fee of \$500 to be paid by the sponsoring unit to the seminary for reimbursement subsidy toward internship travel costs to and from the internship site. Due upon receipt of invoice (usually before intern arrives.)

Tuition/Administration

A one-time fee of \$2,000 to be paid by the sponsoring unit to the seminary from which the intern comes. Due upon the intern's arrival on site.

Stipend

Internship sites will provide an undesignated minimum stipend of \$2,000 monthly. (22 months for 2+2 placements; prorated for part-time internships)

Housing

Adequate furnished housing, plus utilities OR an adequate cash equivalent for the student to secure his/her own housing. NOTE: If unfurnished housing is provided, moving expenses to and from the internship site are to be provided by the sponsoring unit, in addition to the payment into the travel pool which simply subsidizes the student's travel to and from the site.

Health Insurance Premium

Seminary students are no longer covered by a group health insurance plan; seminarians not covered by spouse or family will buy insurance on the exchange. Congregations should consult their financial advisors to determine if/how premium costs might be supported by the congregation, if desired.

Business Travel Allowance

Paid to interns in accordance with current IRS guidelines.

FICA (Social Security) Taxes

The Tax Reform Act of 1986 requires congregations to provide the employer's share of the FICA tax liability not only on the stipend but also on the fair market value of the non-cash benefits (housing and utilities). If congregations/agencies are able and wish to assist the intern in paying her/his half as well, they are encouraged to do so.

Time Off

Interns must be granted minimally one day per week free time and two weeks of vacation time with continuing stipend for a full-time internship. Time to travel and attend intensive courses in relation to the 2+2 curriculum shall not be counted as vacation or sick days.

Taxes While on Internship

*Please give a copy of this page to the Church Treasurer

This section is prepared by the Contextual Education office. It should not be construed as financial or tax advice. **Ministry sites and interns are strongly encouraged to consult a qualified tax professional early in the internship to adequately plan and learn how to keep appropriate records.**

There has been a great deal of discussion lately about possible changes in federal income tax regulations. Some revisions in the tax laws may take place while you are on internship. However, you need to base your tax planning on the laws that are currently in effect.

What is taxable income?

Your stipend, the rental value of housing provided to you, and the cost of all utilities (if they are paid for you by the congregation) are taxable as income and for FICA. In effect, the congregation becomes your employer, and you are its employee. The value of the housing provided to you is taxable, as is the stipend that you receive in cash.

What will be withheld?

For each pay period the treasurer must withhold from your check 7.65% of both your stipend and the value of non-cash benefits for Social Security and Medicare taxes, and an additional amount for federal income tax, which is determined by the number of exemptions you claim on Form W-4. (The congregation is also required to contribute 7.65% for Social Security and Medicare taxes.)

I have to pay tax on the value of the housing provided?

Yes. Neither ELCA policy nor IRS regulations consider an intern "clergy." While ordained pastors may exclude a housing allowance (or the rental value of a parsonage provided them) from their income, interns may not.

Why aren't interns treated like pastors?

Interns are not "ordained, licensed, or commissioned," which are the only categories recognized by the IRS as entitled to special tax considerations provided to clergy. The official IRS statement about theological students says, "You cannot exclude a housing allowance from your income if you are a theological student serving a required internship as an assistant pastor, unless you are ordained, commissioned, or licensed as a minister." You are a student, and internship is part of your educational program, even though you are getting paid for doing it.

This means that I have to pay taxes on something I don't receive? In effect, yes. What it really means is that you have to pay taxes (and FICA contributions) on a benefit that you did not receive in cash. The distinction is mostly academic, however, because you are required to have the taxes on the value of your housing withheld regularly from your cash stipend.

So I won't actually get all of my stipend?

Well, the money that the congregation sends to the IRS is really your money, if that's any consolation. Considering the financial hardship that this works on an intern, the congregation may choose to increase your stipend somewhat, but, if so, that extra amount is also taxable -and for both FICA and income tax.

How can I determine how much will be withheld from my stipend? The amount withheld will vary according to marital status, employed or non-employed spouse, number of dependents, and rental value of the housing and utilities provided

you. It will have to be calculated according to your personal situation. The church treasurer ought to be able to provide you with the fair rental value of your housing (and utilities). You need to add that to your anticipated income from your stipend and any other income, earned or unearned, you or your spouse have already received or may expect to receive during the year.

What do I do then?

After you have estimated your income (both in cash and the value of your housing), you should obtain a Form W-4 from either your church treasurer or TLS and use it to calculate the number of exemptions to which you are entitled. Then the treasurer will consult the IRS Circular E and tell you how much needs to be withheld from each stipend check. (To obtain a copy of Form W-4 and/or Circular E from the IRS, call 1-800-TAX-FORM or go to www.irs.gov)

Aren't there any breaks?

Yes, as of 2018 you will owe no income tax at all if your adjusted gross income is less than \$12,000 for a single individual under the age of 65 or \$24,000 for a married couple under the age of 65 filing jointly with no dependents (note that this information may have changed and this manual should not be construed as offering tax advice—contact a tax professional). If you begin internship in the summer/fall, your tax liability will also be spread over three years. **BUT DON'T TAKE CHANCES!** If you exempt yourself but do owe tax at the end of the year, you may be assessed a penalty in addition to having to pay the tax. Even if you think you do not need to file, it may be a good idea to file anyway. (Note: Even if you can exempt yourself from federal income tax for the year, you cannot exempt yourself from FICA; the 7.65% must still be withheld from your stipend and the value of your housing, and it will not be refunded.)

How about state and local taxes?

You have to pay them, too, if you reside in a state and/or municipality (even for only part of a year) that imposes income taxes. We cannot advise you on all state or local tax regulations, but we suggest that it is prudent for you to find out what law applies in the locality where you are assigned to internship.

Supervision Resources

Getting Started Checklist

These topics should be discussed as part of the intern's "onboarding" during the first two weeks.

Intern's responsibility	Mutually responsible	Supervisor/site responsibility
Communicate concerns or issues promptly to the supervisor.	Pay special attention and plan for easing family adjustment to new surroundings.	Provide adequate housing.
Reflect on the importance of first impressions.	Discuss time off policies.	Remediate critical housing and office space issues swiftly.

Celebrate the primacy of grace in ministry.	Establish and communicate regular days off (Sabbath).	Provide a list of recommended shops, stores, restaurants, banks, and financial institutions, medical professionals, gyms, parks, etc. in the area.
Determine how best to make contributions-of record to the sponsoring internship site.	Spend quality time together socially to get better acquainted.	Provide an adequate intern office in terms of space, ease of access, lighting, ventilation, heating, bookshelves, internet, and phone access.
Communicate with and engage the Internship Support committee.	Share professional pet peeves.	Clarify "Payday" matters including required paperwork, and contact information for whom to contact with questions or concerns.
Update contact information by start of internship.	Establish worship leadership involvement expectations.	Provide instructions for auto allowances and expenses.
Show particular care with time allocation and management during the early weeks, cognizant of the power in setting patterns and paying special attention to safeguarding time for devotions, reading, exercising and other forms of self-care and spiritual practice.	Establish and document preaching schedule for at least the first quarter.	Clarify expectations regarding intern's reports on visits made.

Intern's responsibility	Mutually responsible	Supervisor/site responsibility
Keep a resource and referral list. Seek out and ask for assistance as	Establish and document teaching assignments for at least the first	Communicate expectations regarding dress and grooming.

needed.	quarter.	
Meet with and covenant to learn from person(s) responsible for music in the parish (paid and volunteer.)	Establish and document visitation objectives and expectations. <input type="checkbox"/>	Share information about conference, synod and local ministry gatherings and make attendance a high priority.
Meet with and covenant to learn from <input type="checkbox"/> parish administrators, secretaries, communications administrator, etc. (paid and volunteer.)	Discuss youth ministry involvement and expectations. <input type="checkbox"/>	Make appropriate introductions to partner agencies (hospitals, nursing homes, assisted care facilities, prisons, etc.)
Learn the office procedures and machines. Be open to helping occasionally without becoming assistant administrator or chief office volunteer. <input type="checkbox"/>	Schedule and communicate the internship cluster meeting(s) are on the calendar for both intern and supervisor. Check with the seminary in your region for further information. <input type="checkbox"/>	Share early leads and introductions for getting acquainted in the neighborhood, outreach, synod, and ministerium.
•	Discuss expectations around punctuality. <input type="checkbox"/>	Communicate expectations regarding office hours.
	Review nature of staff relationships.	Provide early and ample constructive feedback, model honesty, openness, candor and kindness while doing so.

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Keys to Motivation

When a supervisor says, "I wish I could better motivate our intern," that usually means "I wish I could get them to perform more effectively." Here are six keys to doing exactly that.

1. Ask for performance. Describe how the job is being done now, and how you want it to be. Give a rational explanation. Then ask the student to do it that way.
2. Use lots of positive reinforcement – and personalize it. Don't take acceptable work for granted. Thank people for it. And praise them when they improve. Remember that we tend to repeat behaviors for which we are rewarded. But remember, too, that while everyone likes to be recognized, what motivates one may leave another cold – or even irritated. The point is: make sure you know what the student regards as a positive reinforcer. So, find out what works with your student, and use it.
3. Build relationships. This doesn't mean be buddy-buddy with your entire staff. But it does mean you should treat them like real, live human beings! That's what they are, and they will respond best when your actions show you respect their individuality and trust their intentions. Communication on a one-to-one basis is highly important.
4. Understand your student's point of view. Make a habit of listening to your staff and asking their opinion before you give directions or offer advice. If you listen first, and listen with an open mind, people are much more likely to cooperate when you decide something has to be done differently.
5. Model what you want. Approach your own work with a sense of reasonable urgency and faithfulness, use your time efficiently, and meet the goals you set. Show fellow staff, by your actions, that the job really does matter, that quality is important and deadlines are real.
6. Refuse to accept poor performance. Though textbooks on motivation seldom admit it, supervisors do have to tell employees when their performance is not acceptable. Sometimes this means a reprimand. At other times you can handle it through coaching. But either way you're demonstrating that standards matter – and that, in itself, is motivational. As the old saying goes, "It's better to aim for 'Excellent' and hit 'Good' than to aim for 'Good' and hit 'Average'."

Supervisory Session Guidelines

It is required that the supervisory session be a weekly, 60-90 minutes meeting between intern and supervisor. For students who are at "detached" ministry sites, supervision sessions may need to be longer.

This is not "staff time" to plan the week's work, etc., rather, it is the intern's chance to discuss situations which arise during internship and to discuss theological and pastoral issues.

Find "neutral ground" for the meeting where there will be no interruptions. As the internship progresses, avoid the temptation to slip into talking about the To-Do list!

At least once a month, one supervisory session should be dedicated to intentional focus on theological reflection.

In order to best make use of everyone's time, it is helpful if the supervisory session topic is planned in advance. The intern should share the topics they would like covered at least 24 hours before the scheduled supervisory session.

In general, we encourage the intern to take responsibility for their learning by selecting topics for the supervisory session.

Some potential approaches might be:

- The intern reflects on the following questions and sends their answers to their supervisor at least 24 hours before the supervisory session: What are you learning? What are you experiencing? What do we need to talk about?
- On a monthly basis, the intern selects one of the core competencies from the ELCA that will be evaluated as part of the candidacy process. This ensures time and attention is given to each area before "final" evaluations are due as part of the candidacy process.
- The intern requests feedback in particular areas of their performance. This might be particularly helpful in the areas of their learning goals.

Supervisors may have items they wish to discuss during supervision. It is helpful to give the intern advance notice so they can prepare for the conversation.

Potential Supervisory Topics

(Suggestions; this is not a comprehensive list)

Conflict Management and Other Tough Subjects

- How you manage conflict and the emotions that come with it
- Dealing effectively and professionally with difficult people and tough situations
- Learning to be appropriately assertive
- Learning to receive critical feedback
- What do you do with anonymous feedback?
- How to limit the destructive effects of negative people
- How to give constructive feedback to staff or ministry volunteers
- How to get useful, reliable feedback
- How to apologize when you have made a ministry mistake
- How to show grace to difficult people, including yourself
- Dealing with ministry failures, including your own

Management Skills

- The difference between being a leader and a manager
- Dealing with conflicting or competing demands
- Learning to delegate – multiply your impact
- Intra-staff stuff they don't teach you in seminary
- The art of effective management through planning
- Motivation and goal-setting
- Time management and setting priorities
- Time wasters that threaten productivity and distinguish the urgent from the really important
- How to plan and conduct effective meetings

Leadership Skills

- How do you cast a vision for a congregation's ministry?
- How do you help a congregation actually live into a mission statement?
- Winning the support of others for your ideas and positions.
- Team building
- What "paying the rent" in the parish entails or collecting and spending "social capital"
- How to inspire commitment, teamwork, and cooperation

Stewardship Leadership

- Assisting with the development and administration of a budget that works
- Talking about money with those of varying socio-economic statuses •
Asking for money to support important ministry initiatives

- How to plan a stewardship campaign
- How to talk about stewardship when it feels like you are talking about your salary

Self-Care

- How to avoid burnout
- Stress Reduction
- Maintaining a sense of self while also being pastor
- Boundaries
- When is enough enough in pastoral work?
- Creating friendships outside of the church
- How do you expect to achieve and maintain a wise and renewing balance between work and family and between professional and personal while in the middle of constant pressures and crises?
- Building stamina for ministry
- Attending to your own personal and professional development

Pastoral Care

- How to teach and counsel troubled youth
- What to do when you feel like you are in over your head
- Caring for people who make you uncomfortable or unsafe
- When to refer
- How to move past small talk to meaningful conversation during home and nursing home visits
- Creating a system for care, how often to visit, how to empower others to visit

Call Process – Spiritual Discernment and Practical Advice

- How to negotiate a first call compensation package
- First Call Interview Tips
- How to know if a church is a good fit
- How to know when it is time to move on
- How to reinvent yourself for a new season of ministry at the same church
- How to leave a ministry well
- How to start in a new call well

Regional ELCA Cluster Retreats – ELCA Interns and Supervisors Only

Cluster Retreats are usually organized by the nearest ELCA seminary. The ELCA expects that while on internship, you attend these opportunities with your supervisor as they offer collaborative learning experiences with fellow interns and supervisors from the region. The seminary holds you to that expectation. However, there may be circumstances where you and/or your supervisor cannot attend a cluster retreat. If you are unable to attend the cluster retreat, please email the seminary at tlscontextualed@capital.edu, and we will make a note.

The ELCA seminaries share internship placements across all regions, so the appropriate ELCA seminary representative should reach out to you when the time comes for your cluster retreat. Every region does cluster retreat a little differently, so be sure to make contact with your cluster retreat organizer if you have any questions.

Below is a list of the contacts for each cluster retreat organizer.

Seminary	Email	Phone Number
Luther Seminary	contextuallearning@luthersem.edu	651-641-3266
Pacific Lutheran Theological Seminary	contextualed@plts.edu	510-559-2713
Lutheran School of Theology at Chicago	msshannon@lstc.edu	773-256-0746
Trinity Lutheran Seminary	tlscontextualed@capital.edu	614-236-6268
Lutheran Theological Southern Seminary	brian.peterson@lr.edu	803-461-3255
Wartburg Theological Seminary	contextualeducation@wartburg.edu	563-589-0327
United Lutheran Seminary – Gettysburg	cleonard@uls.edu	717-339-1321
United Lutheran Seminary – Philadelphia	ljackson@uls.edu	215-248-6381

Virtual Site Visits

Virtual Site Visits may be initiated and scheduled by either the intern / supervisor or by the Director of Contextual and Experiential Formation. Interns or supervisors can request an additional virtual site visit/video conference call at any point during the internship. If serious concerns are raised by the intern, supervisor or internship committee, an in person site visit may be scheduled.

In some cases, depending on intern site location, an optional in-person visit may be scheduled.

Purpose:

- Build relationship with the intern, supervisor, internship committee and site.
- Offer diagnostic and consultative help for the intern and supervisor in seeking to strengthen the quality of the learning and serving done by the intern.
- Provide training or answer questions with the Intern Support Committee.

Meetings typically include:

- One-on-one conversation with the intern
- One-on-one conversation with the supervisor
- Conversation with the intern and supervisor together
- Separate video conference calls can be scheduled with the internship committee chair or committee if specific concerns are raised or questions need answered that cannot be addressed through e-mail.
- Virtual site visits will be done using Zoom. In most scenarios, the Contextual Ed office will set up the zoom link and distribute it to everyone involved in the visit.

In addition to the above, and in order to maintain strong relationships with our internship sites, faculty or staff from TLS may set up a relationship building visit.

Emergency Resources

Special and Unusual Circumstances

Below are some general policies which address some of the special or unusual circumstances encountered during internship. If the circumstance you're wondering about isn't listed, call the Contextual Education office.

1. Reassignment or early termination. Occasionally it becomes necessary or desirable to reassign an intern for a portion of the internship, or that the

internship be terminated. Request for such reassignment or early termination must be made to the Director of Contextual and Experiential Formation. (See also Troubled Placements for a full description of the process we follow.)

2. Change of marital status. Any intern who contemplates a change of marital status during internship shall inform both the supervisor and the Director of Contextual and Experiential Formation in sufficient time to arrange for necessary adjustments.
3. For ELCA 2+2 students: Generally, it is the policy of TLS that students placed in a 2-year internship (2+2 Program) will not be reassigned unless under extraordinary circumstances. Reassignment for reasons other than those listed below is at the sole discretion of the Director of Contextual and Experiential Formation in consultation with the Contextual Education committee, faculty, Associate Dean for Academics, candidacy and synod staff.

Special Supervisory Circumstances

Internship sites without a resident supervisor

- In some special instances, interns can be assigned to a site which does not have a resident supervisor. Carefully designed with counsel from the appropriate synod office, such arrangements may be attractive for some students.
- In no instance will an intern be assigned without a designated off-site supervisor. Normally such situations call for at least a weekly half-day supervisor conference and place a high premium on the intern's ability to seek out the kind of supervision support that is most needed.

Resignation or departure of supervisor

- The supervisor (or other site leadership) is expected to keep the Contextual Education office informed of any known or pending changes. If the intern becomes aware of a pending departure, that responsibility extends to the intern.
- If a resignation or departure occurs before the internship begins, the intern will be reassigned.
- If the resignation or departure happens during the internship period, it is understood that internship is generally co-terminus with the supervising pastor and a new assignment will be made. This change in assignment may impact the intern's candidacy timeline.
- The decision to reassign is made by the Director of Contextual and Experiential Formation in consultation with the Contextual Education committee, faculty, Associate Dean for Academics, candidacy and synod staff.

Troubled and Special Placements

Important note: No internship may be terminated unilaterally by the supervisor or the intern. If a termination question arises, it must be dealt with in consultation with the Contextual Education staff and not until a comprehensive interview with the supervisor and intern has been made.

General rule: If either party wonders if the seminary should be contacted, the call should be made.

Students and/or supervisors are encouraged to call the Contextual Education office at any time to discuss the internship, particularly if they feel the seminary should be made aware of potential problems that may be developing. The following are some suggestions of when to call:

1. Notify the Contextual Education Office:

- A. There is evidence of poor communication on repeated occasions.
- B. Either the student or supervisor experiences a constant tension in their relationship.
- C. More than two successive weekly supervisory conferences have been missed without good reason.
- D. The student or supervisor experiences sexism, ageism, or racism on the part of the other.
- E. The student or supervisor needs time off for an extended illness or leave.
(Also see Extended Illness below)
- F. The supervisor is seriously considering accepting another Call.
- G. Conflict is present in the congregation at a level such that the intern can no longer focus on their own learning goals and/or the synod has been called in to intervene in the midst of the conflict

2. Contextual Education Office Responds:

- A. Someone from Contextual Education Office will engage the caller in a caring manner. Suggestions will be offered. An action plan and follow up is designed and mutually agreed upon.
- B. If after following the action plan the problem appears to persist, the following procedures will be initiated:
 - i. A conference call with Director of Contextual and Experiential Formation, intern and supervisor.
 - ii. An emergency site visit will be planned if any party believes it necessary or advisable.
 - iii. When deemed appropriate, the intern's faculty advisor, and Associate Dean for Academics will be notified of the difficulties.

3. Emergency Site visit:

- A. During the site visit, the supervisor, intern and members of the internship support committee will all be consulted. Concerted efforts will be made to understand the dynamics in the situation.
- B. A written plan of action will be developed with the intent to improve the situation for all concerned and successfully continue and complete the internship.

- C. Counsel and encouragement will be provided to avoid termination if at all possible.
- D. Some circumstances dictate that termination is the only appropriate option. If so, a procedure appropriate to the situation will be outlined so that minimal disruption ensues. Normally, at least one additional month's stipend and rent are provided by the internship site.

4. Subsequent Seminary action:

- A. The Contextual Education Director will initiate conversation and consultations to determine whether the student will continue serving as an intern in a new placement. If so, efforts will be made to secure another internship supervisor and site, providing for as much unbroken continuity as possible. These conversations and consultations will include, but are not be limited to, the student's candidacy committee chairperson and/or synod staff person in charge of candidacy.
- B. Occasionally, it may be required, recommended or a student may choose to defer immediate continuation of the internship track. Return to seminary classes or a temporary leave may be advisable. Later reassignment to an internship placement remains an option.
- C. Occasionally, it will be discerned that the student's pursuit of rostered ministry is no longer advisable.
- D. Following termination of an internship, the Contextual Education office will lead a process of evaluation of the site and supervisor to determine the continued viability as an internship partner.

The Contextual Education committee will review the termination process to learn where improvements or changes to the process are needed.

Extended Leave of Intern or Supervisor

When the supervisor requires a leave of absence:

Extended illness of the intern or supervisor can become a problem because internship is of such a relatively short duration. In such situations, a careful balance must be maintained between the student and the internship site needs.

1. When it becomes clear that a supervisor is experiencing a serious concern that may involve taking a short- or long-term leave of absence (excluding vacation but including sabbatical leave), the Contextual Education office must be contacted immediately.
2. The Contextual Education office in consultation with the supervisor (or other site leadership), synod and candidacy will work for arranging an appropriate substitute supervisor for the duration of the supervisor's leave of absence if possible and appropriate.
3. Usually, the intern shall not fill an interim ministry role.

4. In some cases it may be necessary to reassign the intern.

When the intern requires a leave of absence:

Internship Considerations: An extended sick leave may interfere with the intern's ability to meet the academic or candidacy time requirements for internship. There is some flexibility allowed for negotiation when the absence is for less than three months.

1. Internship sites are expected to have sick leave policies for paid staff and are expected to apply that same policy to the intern. Contact the Contextual Education office if there are questions about fair application of the site's policy.
2. Definition: For the purposes of this policy, "sick leave" is defined as "any absence from duty because of accident or illness, including any illness resulting from pregnancy or childbirth."
3. Short-term illness: Illness of up to one week shall not affect internship credit, stipend or housing.
4. Long-term illness, disability or FMLA: Situations that keep the intern from work for more than one week may necessitate adjustments. The Director of Contextual and Experiential Formation will include any or all of the following representatives in the process of determining whether and which adjustments are necessary: supervisor, faculty advisor, Associate Dean for Academics, dean of leadership formation, synod staff, and/or candidacy.

A long-term illness or disability extending beyond a month may necessitate a review of the internship resulting in reassignment.

Internship Committee Manual
(A separate version of this will be provided
for you to share with your committee)

(or everything you always wanted to know but were afraid to ask...abridged edition, of course)

Thank you! The seminary celebrates your ministry as a

- ... ❖ member of the congregation's Internship Committee,
- ❖ partner with us in the theological training enterprise,
- ❖ friend, mentor, and fellow pilgrim with your intern.

Welcome ...

- ❖ to a task as simple, yet awesome, as helping someone to grow;
- ❖ to the challenge of helping someone be better prepared for effective pastoral ministry;
- ❖ to the venture of using your faith, love, sensitivity, courage, patience, and loyalty in a very personal, practical ministry of the church;
- ❖ to a careful review of this section prepared by the Contextual Education personnel at Trinity Lutheran Seminary at Capital University, Columbus, Ohio in response to requests for assistance in learning how to better serve on the congregation's Internship Committee;
- ❖ to receive our sincerest thanks for your faithful service. May you be richly blessed by it.

Questions Most Often Asked By Members of Internship Support Committees

1. What's expected of us?

It's hard to detail everything that love, creativity, and faithfulness might call forth from you in this role, but let's start with these:

- a. Befriend the intern in ways that are supportive, helpful and encouraging.

- b. Reveal and disclose information the intern could use to relate better to the congregation and community.
- c. Evaluate the way in which you see the intern's ministry being perceived and received.
- d. Interpret to the congregation the role and functions of the intern including the structure of the internship.
- e. Attend faithfully and participate fully in all meetings and activities of the Internship Committee.
- f. Support needed change in the internship program as may be determined through consultations involving also the supervising pastor and intern.

2. Who is the internship committee?

Hopefully, a cross-section of congregational members in terms of age, sex, background, education, length of membership in the congregations, Christian maturity, sanctified good judgment, and present involvement in a broad range of congregational activities. We prefer a non-heterogeneous group, though one united in their love for the Lord and in their desire to be of effective service through membership on this committee. If one or more have had experience in some type of personnel work or guidance counseling, so much the better. **Three to five persons should agree to serve before the intern arrives. One of these persons should be the chair of the committee.** The intern has the option of asking one or two additional people to serve once they've had a chance to get to know the context better. **Six to eight regular attending members is about the right number.** Additionally, the intern should be regarded as a member. The intern's spouse's attendance is optional. **It is recommended that the supervising pastor not serve as a member of this support committee.**

3. Who chose us?

That will vary from congregation to congregation. Some church councils or executive committees take initiatives to appoint all the members. Occasionally groups such as the women, youth, and church council will wish to elect their representative to the

committee. The supervising pastor often has several helpful

nominations. At times, the final one or two members may be named by the intern as persons with whom the intern and spouse felt an immediate, understanding rapport. Most importantly, whatever the method of selection, dare to believe that the Lord of the Church has called YOU because what is needed on this committee, among other things, is something only YOU can provide – the gift of yourself in loving helpfulness.

4. How often do we meet?

Our experience in monitoring internship committees through the years reveals that **monthly meetings** provide the best opportunity for continuity and a sense of community in which helpful sharing can take place. **Normally, the committee should meet at least once before the intern arrives to assist in making ready for the arrival (especially the housing and office facilities) and planning some useful orientation events.** For ELCA students: during the 2nd year of a +2 internship, the pattern may change to once every 6 weeks.

5. Are we to supervise the intern?

No, the seminary looks to the supervising pastor to provide supervisory guidance. The intern should be accountable to no more than one person. **The committee's sharing's are supplemental inputs, not supervisory directives, unless the pastor has specifically requested the committee's assistance in supervisory matters.** Occasionally, committee members have felt strongly that changes need to be made in the supervisory relationship and have taken appropriate initiatives with the pastor and intern to review the situation. It is most important that open, clear lines of communication be kept with the pastor whenever committee members feel moved to become advocates for changes in the work patterns or behavior of the intern.

6. How can we feel confident in our role as evaluators and loving critics?

Ministry is to, with, and among the people of God. You are the expert in what you believe your needs and concerns to be, in how you feel about the intern's learning and serving, and in how you perceive the intern's ministry to be going. Share that. Ministry, to be effective, must be contextualized – customized to fit the place,

the people, the times. You can and need to report your perspective on how that is being done. Remember that growth requires both caring affirmation and loving criticism. Don't be overly concerned that you personally may become too harsh or severe in your comments. Trust the fellow members of the committee and your intern to assist in balancing responses in a blend that helps. Don't make the mistake of believing that others must agree with you for your observation to be valid. We desire a mix of persons so that we also get a mix of perspectives. Whenever there are tension points among committee members or with the intern, discuss the issues until clarity, not necessarily unanimity, is achieved. It may be constructive to disagree at times if one can avoid being disagreeable in the process.

7. Do we have to make any written reports?

Yes. You will participate in the evaluation process throughout the intern's learning process. The intern should provide details about the evaluation timeline and sample evaluation forms. While it is important to include everyone's feedback on the evaluations, please submit only one (1) evaluation to the Contextual Education Office per evaluation period.

8. Who is to set the agenda for our committee meetings?

We expect the intern to take major initiatives in learning how to work with this group of persons as resources for learning. The intern and committee chairperson ought to propose an agenda that is responsive both to the intern's concerns as well as those of the committee members. The proposed agenda should always be subject to amendment if and when you as an individual member believe that some issue not scheduled deserves priority attention.

9. Should the supervising pastor be present at our committee meetings?

Our counsel is "normally not." It's too easy for both intern and committee members to relinquish responsibility for making things happen. Occasional drop-in visits by the pastor are sufficient to demonstrate their support. You might also invite the pastor to social events hosted by the committee. Some committees deem it important to have the pastor's presence to assist with committee orientation early in the year and at other times specifically request the pastor's guidance during the discussion of specific

agenda items when they believe that to be advisable.

10. How long should our terms of service be on the committee?

An internship normally lasts for twelve months for a one-year internship and 22 months for a 2+2 internship. Ideally, committee members should commit themselves for the entire period of an intern's service even though the congregation's term of a committee year may not be synchronized. When congregations continue in the program with another intern, our counsel is that a new committee should be named. However, to provide some helpful continuity, we believe that up to one-third of the members may be invited to continue serving for the next intern. Rarely should anyone serve with more than two consecutive interns.

11. Why does the morale and fun-level of internship committee members tend to be higher than for many other committees in the church?

It happens frequently, all around the country. We are pleased and not wholly able to explain why that seems to be so. We have observed that often a very close sense of community develops as members share themselves in deeply personal ways. The comments, counsel, and caring of all are appreciated. Often you see prompt and significant results from your positive nudging's and loving helpfulness. You are loved and respected for who you are. Here you are expected to give your honest reactions. Joys and gratitudes are celebrated; disappointments and anger get processed. The committee can become a mini exhibit of what life in a redemptive fellowship is like.

12. Just for review purposes, what is internship?

INTERNSHIP IS ...

- a way of preparing for ministry based largely upon an action/reflection learning model, meaning that an intern is not only immersed in the many doings of ministry but also spends time analyzing, reflecting upon, and learning from all those involvements;
- an integrative experience by which a student's knowledge, skills, attitudes, and commitments become interrelated with the planning, doing, and evaluating of ministry;
- carried out under the joint supervision of a pastor and the

seminary's Contextual Education staff with cooperation and assistance from lay members of congregations, staff of social agencies or college campuses, and other pastors and interns;

- inclusive of preaching, teaching, visiting counseling, administrating, leading in worship, work with various age and interest groups, evangelistic outreach, stewardship training, community involvements and engagement with societal concerns, interaction with various church judicatories, administration of Holy Baptism in emergencies, conducting funerals when requested by the pastor, and serving as an assisting minister at celebrations of Holy Communion;
- a time to learn how to continue one's learning in context—interns usually continue to engage in intensive coursework during their internship.

13. What more can you tell us about being an intern?

THE INTERN ...

- has usually already had two years of on campus seminary coursework and field education experience. TLS 2+2 interns are at their internship site for approximately 22 months, completing their third and final years of seminary during that time via online and intensive courses, while serving as an intern.
- has committed themselves to learn and serve within the designs of the program;
- has been approved for internship by Trinity Lutheran Seminary's faculty and the Candidacy Committee of their home synod;
- has clearly defined and repeatedly stated personal and professional growth goals, but refuses to make of internship an excessively self-serving enterprise;
- will enter into a covenant (a "learning/serving contract") regarding areas of ministry and mutual expectations with the supervising pastor;
- intentionally moves through the rhythms of action and reflection, doing ministry and studying about ministry, "theory" and "praxis";
- recognizes that the relationship with the supervisor is the primary means by which the learning/serving process is supported;
- is expected to insist upon supervisory conferences of at least an hour's duration no less frequently than weekly;

- is expected to attend regional Internship Cluster meetings together with the supervising pastor;
- shall submit reports and other requested exhibits to the seminary;
- expects to have the opportunity of learning to work with an internship committee as a resource for learning and serving;
- is expected to keep one eye and ear open to the people of God among whom they serve and the other eye and ear open to the Triune God, who has sent them to do the work of ministry;
- is most apt to grow when they know themselves to be loved just as they are;
- may be asked to return to the seminary for consultation;
- should help prepare the congregation for the ministry of the intern who may succeed them;
- shall not terminate their internship without prior consultation with the seminary's Director of Contextual and Experiential Formation who administered the placement;
- will never forget their internship experience: the treasured relationships, the lasting memories, the equipping for pastoral ministry.

14. What are some things you look for or expect from a supervising pastor?

THE SUPERVISING PASTOR ...

- ideally has had a minimum of three years of demonstrated effectiveness in ordained pastoral ministry;
- has normally completed at least one year of service in the site for which an intern is requested;
- shall agree to be involved in supervisory training programs provided or recommended by the seminary;
 - should demonstrate general understanding of and agree to comply with those functions designed to safeguard the educative components of the internship experience;
- evidences a lively, positive attitude towards parish ministry and the mission and ministry of the larger church;
 - must commit themselves to supervisory conferences of at least an hour's duration no less frequently than weekly;
 - agrees to help fashion an initial learning/serving contract;
- provides evaluative reports on the intern on forms supplied and requested by the seminary;
- serves as a mentor for the intern providing guidance,

- friendship, and modeling;
- frequently serves as a spiritual advisor for the intern;
- provides adequate initial direction and then pursues a strategic course towards that time when the two move towards a more collegial interrelationship;
- provides adequate emotional support, while also challenging the intern in ways that stretch the “intern’s growing edges”;
- exercises special care when initiating, modifying, and terminating the internship supervisory relationship;
 - possesses a self-understanding as one who invites and welcomes the intern into the world of responsible ministry;
 - becomes in effect an adjunct seminary faculty member who assists significantly in the theological training enterprise;
 - invites consultation with the seminary through its contextual education staff, initiation of which may rest with either side;
 - demonstrates a lively interest in their own continuing education;
- shall, in a multiple-staff arrangement, be one of the pastors so designated;
- may discover that their self-investment in this program is rewarding in multiple, unpredictable ways.

15. What do you see to be the role of the internship congregation?

THE INTERNSHIP CONGREGATION ...

- is expected to provide the broadly diversified training opportunities and resources called for by the program, but is free to indicate those special areas of ministerial need for which an intern is requested;
- must assure the provision of competent supervision;
- needs to know that the intern has only one supervisor in the congregation, the pastor, and that requests for the intern’s services ought to be cleared through the pastor;
- should provide for an internship committee as requested by the seminary;
- shall provide supervised opportunities for the intern to examine and experiment with emerging personal and professional identities while experiencing the full range of professional decision-making roles and responsibilities;
- shall recognize that the intern comes as one who, at the start

of the internship year, is normally only half-way through the theological training process;

- should remember that each intern is different from any and all others and that those differences contribute to the sacred uniqueness of each personality;
- should expect the intern neither to be controversial nor to avoid all controversial matters; should be open to a person with some fresh ideas, new approaches, and different perspectives;
- can through their love and understanding ease the stress of an intern's having left friends and familiar routines and the need to adjust to a new and strange situation;
- should not have expectations or requirements of the intern's spouse, though inviting the spouse (and family) to participate in various congregational activities is usually appropriate and appreciated;
- should plan to tell the intern their names before being asked each time you meet for at least the first three months;
- should normally be expected to be in the program for a minimum of two successive years;
- should provide for the intern an adequate stipend and package of benefits, in no instance below stated minimums;
- shall not terminate an internship without prior consultation with the seminary's Director of Contextual and Experiential Formation who administered the placement.

APPENDIX A - 12-Month ELCA Rubrics

Interns, Supervisors, and Support Committees should use these rubrics when completing the **ELCA 12-month Evaluation**. Because these competencies are used for all internships at Trinity Lutheran Seminary, Interns may find it helpful to print out this appendix for easy reference.

Leadership	Not Yet Competent	Competent
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<p>OUTCOME: Demonstrate leadership in serving God's mission in the world (for example: through the congregation, in partnership with the ELCA including synods and churchwide - and with ecumenical partners).</p>	<ul style="list-style-type: none"> • Has not participated in the life of the church beyond the internship context. • Lacks awareness of congregational leadership needs. • Keeps to oneself. • Shows hesitancy in taking a leadership role including the internship committee. • Unable to carry out a ministry plan. 	<ul style="list-style-type: none"> • Engages with the larger church beyond the internship context. • Demonstrates leadership in the life of the congregation including the internship committee. • Envisions, initiates, and evaluates a ministry plan. • Empowers others in their baptismal vocation for daily living. • Engages and equips others for particular ministry tasks.
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Theological Articulation	Not Yet Competent	Competent
<p>OUTCOME: Articulate pertinent theological understandings clearly and with insight about the Christian faith from a Lutheran perspective.</p>	<ul style="list-style-type: none"> • Unable to articulate clear theological understandings of basic facets the theology of one's faith traditiona. For ELCA students, this includes items such as Word/Sacrament; Means of Grace; Theology of Cross; Justification by grace through faith, Law/Gospel. • Fails to integrate theological understandings of the Christian faith into practices of pastoral ministry. 	<ul style="list-style-type: none"> • Able to articulate clear theological understandings of basic facets the theology of one's faith traditiona. For ELCA students, this includes items such as Word/Sacrament; Means of Grace; Theology of Cross; Justification by grace through faith, Law/Gospel. • Offers theological reflection of Christian faith on issues related to pastoral ministry. • Integrates theological understandings of

		the Christian faith into practices of pastoral ministry.
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Leading Worship	Not Yet Competent	Competent
<p>OUTCOME:</p> <p>Exhibit leadership in worship including planning liturgy, poise, and presence, voice and language as the intern reads Scripture, leads prayer, and conducts liturgy.</p>	<ul style="list-style-type: none"> • Speaks inarticulately or stumbles when reading Scripture, leading prayer, and conducting liturgy. • Lacks liturgical comprehension. • Appears uncomfortable leading worship. 	<ul style="list-style-type: none"> • Demonstrates poise and presence and speaks clearly when reading Scripture, leading prayer, and conducting liturgy. • Crafts liturgy that is faithful to the gospel and appropriate to the context. • Implements liturgy that is faithful to the gospel and appropriate to context.

Preaching	Not Yet Competent	Competent
<p>OUTCOME:</p> <p>Depict competency in preaching as it includes biblical interpretation, connection to the congregation/community, use of illustrations and organizational clarity, as well as delivery of sermons.</p>	<ul style="list-style-type: none"> • Ignores current issues and the preaching context. • Fails to engage and adequately interpret the biblical text. • Fails to connect the text to daily life. • Delivery undermines the gospel message in the sermon. 	<ul style="list-style-type: none"> • Demonstrates awareness of current issues and the preaching context. • Prepares sermons which reflect faithful exegesis of the text. • Draws upon examples and illustrations that connect the text to daily life. • Utilizes appropriate voice, inflection, and pacing when preaching.

Teaching Adults	Not Yet Competent	Competent
<p>OUTCOME: Demonstrate effectiveness in teaching adults including the ability to facilitate discussion and create a comfortable learning environment as well as the quality, depth, and presentation of concepts.</p>	<ul style="list-style-type: none"> • Ignores resources appropriate to the context. • Unable to develop a clear and comprehensive lesson plan. • Utilizes language which is inappropriate to the audience. • Unable to use a variety of teaching methods. 	<ul style="list-style-type: none"> • Utilizes an array of resources appropriate to the context. • Designs scope and sequence of the lesson. • Teaches the lesson with language appropriate to the audience. • Empowers appropriate teaching methods.

Teaching Youth and Children	Not Yet Competent	Competent
<p>OUTCOME: Exhibit effectiveness in teaching youth and children including the use of materials and presentations for various age groups.</p>	<ul style="list-style-type: none"> • Ignores resources appropriate to the context. • Unable to develop a clear and comprehensive lesson plan. • Utilizes language which is inappropriate to the audience. • Unable to facilitate discussion and reflection. 	<ul style="list-style-type: none"> • Utilizes an array of resources appropriate to the context. • Designs scope and sequence of the lesson. • Teaches the lesson with language appropriate to the audience. • Empowers appropriate discussion venues.

Evangelism	Not Yet Competent	Competent
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<p>OUTCOME: Display competence in evangelism as it involves the ability to welcome and interact with strangers as well as offering a witness to Jesus Christ.</p>	<ul style="list-style-type: none"> • Withholds public witness to the gospel of Jesus Christ to a variety of audiences. • Neglects practices of hospitality. • Refuses to engage the community. • Misuses social media. 	<ul style="list-style-type: none"> • Offers public witness to the gospel of Jesus Christ to a variety of audiences. • Models practices of hospitality. • Demonstrates a public presence within the community. • Utilizes social media appropriately.
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Pastoral Care	Not Yet Competent	Competent
<p>OUTCOME: Engage in appropriate pastoral care through the ability to develop trusting relationships, listen empathetically, respond to crisis and grief situations, discern the needs of people and respect confidential information.</p>	<ul style="list-style-type: none"> • Violates boundaries and confidentiality. • Does not respond appropriately to crisis and grief situations. • Does not display empathetic response and fails to listen with care. • Does not exhibit an ability to discern and respond to the needs of people in pastoral care situations. 	<ul style="list-style-type: none"> • Maintains boundaries and respects confidentiality. • Responds appropriately to crisis and grief situations. • Embodies pastoral care in a variety of contexts.

Administration	Not Yet Competent	Competent
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<p>OUTCOME: Perform administrative ability through work with committees, dealing with change and conflict, responding constructively to criticism, and accomplishing tasks in a timely manner.</p>	<ul style="list-style-type: none"> • Works in a non collegial manner. • Responds anxiously and defensively to change and conflict. • Fails to meet deadlines. • Unable to manage time appropriately. 	<ul style="list-style-type: none"> • Works effectively with colleagues, committees, and staff. • Responds appropriately to change and conflict. • Accomplishes tasks in a timely manner. • Manages time appropriately.
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Stewardship Leader	Not Yet Competent	Competent
<p>OUTCOME: Articulate and model Christian stewardship of life, talents, and money in pastoral leadership and personal life.</p>	<ul style="list-style-type: none"> • Inarticulate regarding Christian stewardship of life, talents, and money in pastoral leadership and personal life. • Fails to model Christian stewardship of life, talents, and money in pastoral leadership and personal life. • Neglects appropriate self care and effective time management. 	<ul style="list-style-type: none"> • Articulates Christian stewardship of life, talents, and money in pastoral leadership and personal life. • Models Christian stewardship of life, talents, and money in pastoral leadership and personal life. • Practices appropriate self care and effective time management.

Leadership of Social Ministry	Not Yet Competent	Competent
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<p>OUTCOME: Reflect leadership of social ministry through sensitivity to issues of need and justice in the community and empowerment of others to respond out of their faith commitment.</p>	<ul style="list-style-type: none"> • Unable to empower others to respond out of their faith commitment to issues of need and justice in the community and beyond. • Unable to interpret issues of justice from a Lutheran theological perspective. • Fails to advocate and engage with the marginalized and oppressed. • Ignores key social ministry organizations and agencies in a ministry context. 	<ul style="list-style-type: none"> • Empowers others to respond out of their faith commitment to issues of need and justice in the community and beyond. • Interprets issues of justice from a Lutheran theological perspective. • Advocates and engages with the marginalized and oppressed. • Engages key social ministry organizations and agencies in a ministry context.
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APPENDIX B – Sermon Feedback Form

Sermon feedback may be offered by the Internship Committee, the Supervisor, or by other members of the congregation. These forms are not turned into the seminary, but serve as a guide for evaluation and growth.

Preacher _____ Preaching Date _____

Scriptural Texts for the Day/Sermon _____ Congregation _____

(1) The preacher exhibits a basic understanding of the gospel message and its significance for the world.

a) Excellent b) Satisfactory c) Unsatisfactory

Comments:

(2) The preacher shows an ability to relate the message of the gospel to current global, cultural, social, and individual contexts.

a) Excellent b) Satisfactory c) Unsatisfactory

Comments:

(3) The preacher demonstrates the ability to write and speak coherently and persuasively. a) Excellent b) Satisfactory c) Unsatisfactory

Comments:

(4) The preacher displays the ability to project a compelling personal presence when speaking in public.

a) Excellent b) Satisfactory c) Unsatisfactory

Comments:

(5) Did the preacher use images, stories, or symbols that added depth and meaning to the sermon? If so, name them here:

(6) Were there places in the sermon that were hard to follow or where you lost interest? If so, name them here:

(7) Did the sermon carry good news for the most vulnerable people in the room?

Please use this space to offer any further feedback:

Name of Responder (Optional): _____ Date Submitted: _____

APPENDIX C.1 – Drug and Alcohol Policy

Interns are expected to know and follow these Trinity Lutheran Seminary policies while they are on internship. Interns agree to follow all policies from the Handbook while on internship.

CONCERN FOR WELL-BEING AND ACKNOWLEDGMENT OF CHEMICAL DEPENDENCY

Trinity Lutheran Seminary at Capital University, as an institution of the Evangelical Lutheran Church in America dedicated to the preparation of individuals for spreading the gospel of Jesus Christ, must be concerned with the total spiritual, mental and physical health of its students, faculty and staff. The Seminary cannot guarantee the well-being of anyone, nor does it want to take away from individuals and families the stewardship of their own well-being. However, the Seminary recognizes that members of the community will be affected by a variety of problems that may undermine their well-being. The Seminary expects persons to face these problems, rather than deny or avoid them, and the Seminary pledges its pastoral and practical support to persons as they seek help.

The Seminary recognizes that abuse of alcohol and other drugs is possible, and that such abuse may become an addiction. Such chemical dependency has been classified by the American Medical Association as a treatable disease. Accordingly, it should be approached in a caring and informed manner.

A crucial, first step to overcoming alcohol and other drug addiction or dependency is acknowledgment of the addiction or dependency. Those who recognize in themselves their actual or potential for addiction or dependence should consult Director of Contextual and Experiential Formation, who will explore appropriate resources for assessment and treatment. Those who recognize in others in the seminary community the symptoms or signs of dependency or addiction should take responsibility for helping in the process of recognition and acknowledgment of the disease, and in advancing treatment and care. Concerns regarding dependency and addiction in others can be directed to a faculty advisor, the Director of Contextual and Experiential Formation, or the University Pastor.

STANDARDS OF CONDUCT

The unlawful manufacture, distribution, dispensing, possession or use of drugs on seminary premises or while conducting seminary business is prohibited. The violation of this policy can result in termination of employment, or expulsion. If a faculty member observes that a student is or may be under the influence of alcohol or other drugs in violation of this policy, the faculty member shall direct the student to leave the class or conclude his or her participation in the activity, and will then report the incident to the Seminary Dean or the Director of Contextual and Experiential Formation.

Alcohol consumption on seminary premises or while conducting seminary business is generally prohibited, with the exception of authorized receptions, social events and the like. No faculty member, student or staff member shall work or attend classes or activities while under the influence of alcohol. The violation of this policy can result in termination of employment or expulsion.

Ultimately, faculty, staff and students must perform their work and complete their studies within acceptable standards. While it is the policy and practice of the Seminary to recognize alcohol and other drug addiction and dependency as diseases, and to seek to assist in securing treatment, the persistent failure to meet Seminary standards for work and academic performance may result in disciplinary action, termination,

suspension, or expulsion. Ultimately, responsibility for addressing and controlling alcohol and other drug addiction or dependency lies with the individual.

SOCIAL RESPONSIBILITY

While the seminary permits responsible consumption of alcoholic beverages on seminary premises under limited circumstances, it recognizes that all members of the seminary community should be sensitive to the needs and concerns of those who may experience alcohol and other drug addiction and dependency.

Accordingly, the Seminary expects that, if alcoholic beverages are served at Seminary functions, then equally attractive non-alcoholic beverages must also be provided. More importantly, social events should not be focused on alcoholic beverages, but on the purpose served by the event.

Because the misuse or abuse of alcohol and other drugs may be the beginning of addiction or dependence, the seminary, through faculty advisors, pastoral resource persons, and others will be available for consultations with or about persons who seem to be at risk. The objective of such consultations would be to avoid the development of more serious problems. Upon request, the university will be available to students, staff and faculty to provide resources and coordinate a response.

Those who are convicted of a violation of a drug or alcohol statute must notify the seminary within five days of the conviction. Failure to do so may result in termination of employment or expulsion.

To the extent that it is practical and advisable, seminary personnel should maintain as confidential information concerning addiction and dependence, while recognizing that the seminary's responsibility to the Church and the community may require appropriate disclosures.