

# Internship Manual for Lay Committee Members



[www.my.uls.edu/contextual-formation/](http://www.my.uls.edu/contextual-formation/)

email: [contextualformation@uls.edu](mailto:contextualformation@uls.edu)

**GETTYSBURG CAMPUS:** 61 Seminary Ridge, Gettysburg, PA 17325

**PHILADELPHIA CAMPUS:** 7301 Germantown Ave, Philadelphia, PA 19119

ELCA: [www.elca.org/Resources/Candidacy](http://www.elca.org/Resources/Candidacy)

**REVISED MAY 2020**

## Table of Contents

DUE DATES FOR INTERNSHIP DOCUMENTS.....	4
United Lutheran Seminary Mission.....	5
United Lutheran Seminary Vision.....	5
United Lutheran Seminary Values.....	6
ULS Welcome and Equity Statement.....	7
INTRODUCTION.....	8
THE INTERN PROGRAM.....	9
INTERNSHIP IN PROGRESS.....	10
SUPERVISION.....	10
INTERNSHIP COMMITTEE.....	12
TERM LIMITS.....	13
COMMITTEE RESPONSIBILITIES.....	13
COMMITTEE CHAIRPERSON.....	16
THE CHURCH'S EXPECTATIONS.....	16
VOCATIONAL DIVERSITY.....	17
TITLES FOR INTERNS.....	17
PRIOR TO THE INTERN'S ARRIVAL.....	18
REGULAR COMMITTEE MEETINGS.....	19
EVALUATION FORMS.....	20
SUGGESTED MEETING SCHEDULES.....	21
WORD & SERVICE.....	21
WORD AND SACRAMENT.....	23
RESOURCES FOR INFORMED THINKING ABOUT MINISTRY.....	27
APPENDIX 1: LEARNING COVENANT WORKSHEET.....	29
APPENDIX 2: INTERNSHIP PLANNING WORKSHEETS.....	31
APPENDIX 3: SERMON FEEDBACK FORM OPTION 1.....	35
APPENDIX 4: SERMON FEEDBACK FORM OPTION 2.....	37

## DUE DATES FOR INTERNSHIP DOCUMENTS

Document	Where Do I Find It?	Who Completes It?	Where Does It Go?	Due Date
<b>Internship Agreement</b>	Contextual Formation Webpage	Supervisor	Canvas Course site	Start of internship
<b>Intern Travel Voucher</b>	Contextual Formation Webpage	Intern	Canvas Course site	September 15
<b>Learning Covenant</b>	Intern Manual and Contextual Formation webpage	Intern	Canvas Course site; and Synod	Within first month of the start of internship
<b>Intern Project</b>	Appendix 5 of this manual.	Intern	Supervisor and Lay Committee. Once approved by them, to Canvas Course site	Project Proposal before the end of the first quarter of internship
<b>Three Month Evaluations</b>	Contextual Formation Webpage and ELCA webpage	Supervisor and intern	Canvas Course Site and Synod	Approx. 3-month mark
<b>Mid-Year Evaluations</b>	Contextual Formation Webpage & ELCA webpage	Intern; Supervisor; <b>each</b> member of lay committee	Canvas Course site and Synod	Approx. half-way mark
<b>Nine Month Evaluations OPTIONAL</b>	Contextual Formation Webpage and ELCA webpage	Supervisor and intern	Canvas course site and Synod	Approx.. 9-month mark
<b>Final Evaluations</b>	Contextual Formation Webpage and ELCA webpage	Supervisor; intern; lay committee compiles one report	Canvas course site and Synod	One month before the end of internship
<b>Senior Approval Essay</b>	ELCA webpage	Intern	Canvas course site and Synod	September 1**

\*\*Synods may have a later submission date, but we ask for this date to get it done before fall course work gets overwhelming



# United Lutheran Seminary

UNIFYING, LEARNING, SERVING

## United Lutheran Seminary Mission

**Unifying, Learning, Serving:** United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

## United Lutheran Seminary Vision

Our vision is to be an innovative and vibrant seminary centered in the gospel of Jesus Christ, forming faithful servant leaders bold in public witness and action in welcoming learning environments that are Lutheran in focus, ecumenical in practice, and led by grace.

# United Lutheran Seminary Values

United Lutheran Seminary bears witness to the love of God in seeking to be a Unifying, Learning, and Serving faith community. This Christian calling leads us to affirm the following values:

## **Love and Justice:**

The seminary shall live in God's love for all through advocacy, compassion, forgiveness, reconciliation, humility, dignity, respect, and openness.

## **Worship and Grace:**

The seminary shall be a place of radical hospitality: welcoming, affirming, and open to all who study, worship, work, and visit at our Seminary, as well as to the community at large.

## **Diversity and Inclusivity:**

The seminary affirms its biblical, liturgical, and Lutheran confessional heritage, welcoming and thriving on the diversity of traditions that engage with the community, including the cultural diversity represented within the communities surrounding the Seminary and the world. This includes, but is not limited to, all races, ethnicities, national origins, languages of origins, immigration statuses, mental illnesses, physical attributes or abilities, ages, family structures, gender identities, gender expressions, sexual orientations, cultural backgrounds, former incarcerations, recovery statuses, religious affiliations, and socio-economic status.

## **Transparency and Trust:**

The seminary seeks to maintain integrity through ethical leadership, openness in decision making, and policy setting processes, while keeping confidentiality as necessitated by law, human rights, and respect for people.

## **Integrity and Inquiry:**

The seminary recognizes the importance of high academic standards grounded in integrity to equip students to be competent, curious, creative thinkers open to sustained civil academic discourse and engagement in public ministry in the church and world. It also affirms the importance of lifelong learning for all people.

## **Community and Wholeness:**

The seminary seeks to advance and protect the health and wholeness for all members of the community by practicing discipleship, stewardship, peace-making, and flexibility. It does not tolerate physical, verbal, sexual, emotional harassment or abuse. We reject these intersecting oppressions and seek their transformation.

## **Partnership and Accountability:**

The seminary fosters cooperation with other institutions of the Church such as the ELCA, ELCA Seminaries, synods, and congregations as well as the judicatories, seminaries, and congregations of various traditions with which we collaborate. We hold ourselves accountable to our academic accreditors, to the Church, our partners, the community, and the world.

# ULS Welcome and Equity Statement

As a community of saved and forgiven people of God, United Lutheran Seminary is called to minister with and affirm all people, knowing that the world is often a place of alienation and brokenness. Indeed, the Church and even this institution have participated in and perpetuated harm to many marginalized persons. We lament the painful alienation that many have experienced from the church and institutions of the church, including ULS and its predecessor institutions, because of what we have done and left undone. However, we firmly believe that Christ calls us to repentance, reconciliation, and wholeness. We are challenged by the Gospel to be agents of healing within our society.

We affirm the apostle Paul when he states, “There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus” (Galatians 3:28 NRSV). Christ has made us one. We acknowledge Christ’s reconciliation extends to people of all races, ethnicities, national origins, languages of origin, immigration statuses, mental illnesses, physical attributes or abilities, ages, family structures, gender identities, gender expressions, sexual orientations, cultural backgrounds, former incarcerations, recovery statuses, religious affiliations, and socio-economic statuses.

All too often, society scorns, and the Church alienates, lesbian, gay, bisexual, transgender, queer, and non-binary persons. Therefore, we are called to action and to concretely show our support, inclusion, care, solidarity, and concern. It is for this purpose that we affirm that people of all gender identities, gender expressions, and sexual orientations are of sacred worth as unique and genuine individuals created by God and are full participants, beloved members of our community.

Moreover, society, the church, and other institutions marginalize and discriminate against persons of color. Therefore, we are called to action and to concretely show our support, inclusion, caring, solidarity, and concern. It is for this purpose that we affirm that people of all racial and ethnic groups are of sacred worth as unique and genuine individuals created by God and are full participants, beloved members of our community.

Our seminary community commits to the acceptance and affirmation of all persons. While not everyone in our community is like-minded in the theological and cultural understandings included in this statement, we commit to speaking in love and agreeing to treat our siblings in faith equitably and with affirmation and welcome.

The United Lutheran Seminary community commits to changing the world through the transformative grace of God, inclusive hospitality, and radical welcome. We commit ourselves to making this place open, welcoming, accepting, and affirming to all of God’s children. We pledge to provide a place of comfort and safety. We promise to teach that the Gospel of Christ is for everyone equally. We will strive to advocate for systemic change within the policies and practices of church and society. We will work to alleviate not only the painful symptoms of oppression and exclusion, but also to eliminate their root causes.

As a community embodying these values, we will do our utmost to translate our convictions into transformative action in all aspects of our life together. We commit to the important work of repentance, forgiveness, and reconciliation within our community life.

# INTRODUCTION

## WELCOME!

to a task as simple, yet awesome, as helping someone grow;

to the challenge of assisting a future pastor/deacon prepare for effective ministry leadership;

to the venture of using your faith, love, sensitivity, courage, patience and loyalty in a very personal, very practical ministry of the Church;

to a careful review of this manual!

Internship joins the faith and efforts of many people in a cooperative educational venture on behalf of the Church and its ministry. Each future pastor/deacon will, in the course of their ministry, touch hundreds, perhaps thousands of lives. Like a stone dropped in a pond, your efforts will ripple out far beyond the boundaries of this internship.

The Internship Committee Manual is designed to help you in this vital ministry. The manual is addressed to: interns, ministry sites and their internship committees, and supervisors in the field. The pathways for internship are many, yet the desired outcome is the same: faithful and reflective leaders who are discerning the activity and action of God in our midst. As you seek to be or support an intern to become a faithful and innovative leader, we hope that this manual will serve to provide helpful tools for discovering rhythms of internship and the questions that may arise over the course of your experience.

Since seminarians of churches other than Lutheran participate in our internship program, Lutheran references have been kept to a minimum.

Our sincere thanks for your time, energy and faithful service. We have the opportunity to be intentional partners in the holy and sacred work of ministry formation and skill development. May God bless us all as we embark on this journey together.

Contextual Formation Office of  
United Lutheran Seminary

# THE INTERN PROGRAM

## INTRODUCTION

The intern program of the ELCA Seminaries provides the student with a supervised learning experience in the work of ministry within the context of a congregation or an appropriate agency or institution. An integral part of the Master of Divinity (MDiv) and Master of Arts in Ministry Leadership (MAML) degree programs, internship is also a prerequisite for ordination in word and sacrament or word and service by the Evangelical Lutheran Church in America.

The seminarian normally enters the internship program after they have been Endorsed with their Synod. Students receive credit for satisfactory completion of the program, grading is on a pass/fail basis. The intern year, which usually begins in the summer, continues for 9 or 12 months, 2,000 hours for MDiv students and 6 months, 1,000 hours for MAML students. Vacation is offered, two weeks of vacation-which includes two Sundays for 9-month or longer internships and one week – which includes one Sunday for 6-month internships. Under exceptional circumstances, minor alterations may be approved by the seminary and the congregation/agency (e.g., some internships are for nine or ten months).

Alternatives to the internship schedule, site or context are granted by the Contextual Formation Department. We are sensitive to the varying needs of persons under the care of denominations other than the ELCA and vow to work with those students accordingly.

## **SUPERVISED EXPERIENTIAL LEARNING**

The intern is most accurately described as a minister-in-training. They function as an assistant to the supervisor.

### **Two basic goals of internship are:**

1. To acquire skills, experiences, and perspectives appropriate to ministry leadership competence, and
2. To attain increased integration of personal identity with an emerging ministry leadership identity.

Under supervision the seminarian achieves these goals as they minister to individuals, to the ministry site, and to the community at large. During the course of the internship, as well as at its end, the supervisor and members of the lay committee will provide evaluation.

The intern has primary responsibility for the quality of the internship experience, whereas the ministry site provides the learning situation. An internship committee made up of five to seven members of the ministry site gives feedback to the intern regularly through the year. The intern, supervisor, and ministry site internship committee formulate and monitor a learning covenant that identifies the intern's learning goals and the resources available for meeting them. The Director of Contextual Formation consults with the supervisor, the intern, and the committee about the progress and difficulties encountered in the internship.

In the case of those students who are doing internship at an agency or faith-based organization the Contextual Formation Office in consultation with that site will arrange for lay evaluation.

## **INTERNSHIP IN PROGRESS**

### **SUPERVISION**

#### **The Importance of Role**

Essential to the process is that roles in the relationship remain clear. Whatever the nature of conversation between the mentor and student, or the style of work, or the way each "lets down their hair" in informal moments, etc., the mentor remains the supervisor and the student remains the learner.

This emphasis on role does not mean that there will be no moments of confusion or even deliberate change of pace. Rather, it means that for a quality experience for both supervisor and student the reality of the roles of mentor and learner consciously will be identified and clarified again and again. At a minimum, the supervisory conference held every week will be structured in such a way as to remind both partners of the purpose of their relationship.

#### **Supervisory Conference**

The key ingredient of educational supervision is the weekly, individual, supervisory conference. It is a dyadic interview regularly scheduled for a specific time period at a private place protected from interruption, physically comfortable, and conducive to good, audible communication. Occasionally, there will be informal, on-the-spot conferences, but these should not be the norm. Responsibility for maintaining the professional relationship is shared, but the supervisor must ensure these expectations are kept.

If the supervisor is responsible for short-circuiting the regular conference, the result may be guilt on the part of the intern who is made to feel that they are intruding on other scheduled activities of the supervisor. The implicit message also is that the dialogue is unimportant and perhaps by extension the entire relationship. Even if a student does not perceive it, be assured that the seminary considers this an unsatisfactory arrangement.

Where the student becomes the instigator of frequent informal conferences in lieu of the formal weekly supervisory conference, the concern is of even deeper dimensions. This pattern, on the part of the student, may be signaling undue dependence or, equally negative, actual dismissal of the authority of the supervisor.

### **The Purpose is Functional**

The purpose of the conference is to help the student do the job they are placed there to do. In that sense, it is functional. It may have to deal with administrative concerns, but it should be perceived as educational in nature. The predominant concern of the supervisor should be to teach.

At the beginning of the internship the general purpose of the supervisory conference should be established. It should read something like this: *“to help identify their role in the ministry site with more and more clarity and to help them acquire and put into use appropriate knowledge, understanding, and skills for improving the quality of their activity in the role.”*

It would be well if every supervisor would say to the intern that in the supervisory conference, they will be discussing some of the things that they still need work in, but that this is to be anticipated and quite usual. A matter of fact and natural approach to this reality should provide a feeling of relief to the student. They will not be left alone to face new experiences. There will be an experienced person to share them with and the purpose will be the student’s own growth in knowledge and skill.

To be sure, the supervisor also should address the positive side. The student does bring experience and skill to the situation, too. They should be assured that there will be help to utilize them within the requirements of the ministry site and its mission.

### **Minister’s Work Week**

While ULS recognizes that pastors and deacons regularly work more than 40 hours/week, we ask that the intern’s responsibilities be limited to an average of 40-45 hours/week, recognizing that some seasons require more hours worked than others. The internship year is a pivotal year of transition for the intern from classroom student to a well-formed novice pastor/deacon. Easing the intern into the full schedule of a parish pastor/deacon is key to a successful launch into a first call. It is important for the intern to discuss scheduling expectations with the supervisor, and that the intern is given their allotted vacation time and days off (or compensation time when days off are interrupted by ministry obligations).

The seminary encourages the development of self-care habits and a daily spiritual practice.

## INTERNSHIP COMMITTEE

The ministry site's Internship Committee aims to assist a seminarian to become better prepared for effective ministry. The Internship Committee usually consists of five to seven members who are familiar with various aspects of life and work of the ministry site.

Committee members are invited to the venture of using their faith, love, sensitivity, courage, patience, and loyalty in a personal, practical ministry of the church.

That practical personal ministry begins with welcoming the intern to your Christian community. It continues by engaging regularly with the intern in **three** functional ways.

**First, the Internship Committee consults with the intern in the formulation of the Learning Covenant.** Committee members can identify resources and opportunities for learning that are available in the ministry site. They also communicate their impressions of the intern's needs for growth and assess a priority of order to meet ministry site needs effectively.

**The second function is to give feedback to the intern about the way in which their ministry is experienced.** The members of the committee represent a variety of personalities and will experience the intern's ministry from different perspectives. This variety is important, for it is a way in which the intern can learn to deal with the variety of feedback that certainly will be received from this and other ministry sites which may be served later as a ministry leader. The evaluation-feedback section of this manual provides guidelines for the active participation of the committee in the evaluation-feedback process.

**The third function of the Internship Committee (together with the supervisor) is to advise the seminary and the synodical Candidacy Committee (or its equivalent) on areas of personal life and skills in ministerial work which require extra attention during the intern's final year of preparation for ordination.** Sometimes these will be areas of strength that need to be consolidated and built upon. Sometimes these will be areas of weakness in which there is a need for further growth and development if the intern is to be ready to serve a first-call ministry site in an acceptable manner. Such advice is reviewed in a final evaluative conference on campus at the end of internship. The agenda is normally the summary of the year reports written by the supervisor and by the intern, along with the intern's summaries of the internship committee's feedback regarding progress toward achieving the goals of the Learning Covenant.

The above three functions are achieved as the committee and intern interact throughout the year.

### **The Internship Committee is...**

- A group of 5-8 people
- A representative mix of the ministry site and community (including: vocations, age, gender identity, sexual orientation, race or ethnic background, abilities, marital status, and interests)
- Comprised of self-aware and mature individuals committed to fulfilling this responsibility for the duration of the internship
- Expected to respect the confidentiality of conversations with the intern and within the committee's work.

Committee members should exhibit characteristics of trustworthiness, integrity, open-mindedness and consideration for diversity in people and their talents and experiences and be supportive of the intern and the internship process.

### **If there is an on-site supervisor...**

It is the responsibility of the on-site supervisor to invite and train the Internship Committee members, utilizing the Internship Handbook.

### **If there is an off-site supervisor...**

It is the responsibility of the church leadership (council or board) to invite members to serve on the committee.

The off-site supervisor should meet with the committee prior to the arrival of the intern to get to know each other, and review the Internship Handbook, as part of the preparation for their work together.

## **TERM LIMITS**

If your ministry site is able to host an intern in consecutive years, it is recommended that committee members serve three-year terms, with one-third of the committee in rotation each year. Continuity and fresh perspectives are of value within the committee.

- The ministry site's participation in the internship program in one year is not a guarantee that the ministry site will participate again in future years.

## **COMMITTEE RESPONSIBILITIES**

**Regular Meetings:** Committee meets with the intern to offer support, feedback, and fellowship.

- Full-time internship: Monthly meetings
- Part-time internship: begin with monthly meetings.  
Any time after the first three months, the intern and committee may choose to meet every other month, if this meets the needs of the intern.

**Feedback:** the student intern will develop and grow in their skills and leadership through experiences as well as intentional and thoughtful feedback on these experiences.

- Feedback should be intentional, thoughtful observation of and participation with, the ministry the intern facilitates.
- Confidential ministry experiences can be shared by the intern with the committee through a verbatim, if helpful.

## **Evaluation Processes**

- The committee chairperson is responsible for submitting the online Mid-Point and Final internship evaluations.
- The entire committee is expected to participate in the evaluation process by providing the chairperson their reflection on their experiences with the intern and the intern's skills, leadership, and development, as related to the evaluation questions.

**When there is an on-site supervisor:** they do not participate in monthly meetings.

**When there is an off-site supervisor:** they participate in a portion of the committee meetings or at quarterly intervals, to listen in on how the ministry site/context experiences the intern as a Christian Public Leader.

## **Guidelines**

### **Your intern is a student.**

The context is a teaching site-a laboratory-in which the student learns ministry and leadership skills. Supervised experiences and intentional reflection help guide and shape the intern's learning. The committee should ask first, "What will the intern learn in this situation?"

### **Confidentiality is vital.**

For the intern and committee to be able to share in honest, clear, and timely discussion, all conversations must be held in confidence.

What is shared at the meetings, stays in the meetings. Only if there is a safety issue or if a boundary is crossed which causes harm, should the committee or intern seek the guidance of the seminary contextual learning office or the supervisor.

### **The intern is a whole and complete Child of God.**

By God's design, people are unique and relational. Interns will have family, friends, pets, and colleagues who are valuable to their health and well-being. Interns have homes, hobbies, and interests that are important to their balance, health, and wellness. Checking in with the intern to ensure these areas are attended to, is an important responsibility of the committee.

**Honest communication is essential.**

Providing helpful, healthy, loving, and mindful feedback is an important responsibility of the committee. Feedback includes both positive affirmation of experiences that were well done, and critique of areas where growth is needed. When trust has been established, both the affirmation and the constructive critique are formative conversations.

**Respect the diversity among people.**

Both you and your intern are unique, as is your ministry site and community. Being curious is key to learning about someone else and their story, and aids in developing a healthy and respectful relationship which leads to robust and enjoyable conversation!

**You are important.**

Life prepares all of us with experiences that impact our capacity to do God's work in the world. Every vocation, when done well, supports and cares for our neighbor. Embrace, celebrate, and share what your life experiences can offer to this intern's journey. Your stories and wisdom are a gift!

**Prayer.**

Commitment by each committee member to pray for the intern throughout the internship, both during committee meetings but also throughout each week, as the intern grows and learns what it means to be a Christian Public Leader.

**Role of the Committee****Supporter**

You provide counsel and encouragement for the intern and any of their family. You provide support and honest feedback - something that everyone needs.

**Sponsor**

You are able to acquaint the intern with the members of the ministry site and the issues and concerns of the people.

**Consultant**

You can provide information about the ministry site, teach, guide, and introduce the intern to the community. You help the intern become acquainted with people, including the history of the church and community.

**Evaluator**

You are a mirror, reflecting your experiences of the intern's ministry and leadership with them. You offer feedback on sermons, teaching, leadership presence, ministerial

care and empathy, work skills, etc. Building trust and an authentic relationship with the intern assists in speaking the truth in love. Listening with the intent of learning about the other, is a key characteristic for both the intern-and the committee member.

### **Faith Sharer**

You share your own faith tradition background, experiences, beliefs, and story. Sharing your own faith story of how you have been called to serve and how this has impacted you are powerful stories of witness.

### **Ministry Partner**

You assist the intern in developing a style of ministry that reflects the Body of Christ, where working together in teams, alongside and with others, exhibits a healthy and balanced leadership style. Encouraging and modeling teamwork responds to God's view of people being in relationship with each and honoring the diversity of God given gifts and talents.

## **COMMITTEE CHAIRPERSON**

Each committee has a chairperson whose responsibilities include the following:

- a. Convene, communicate the time & place and facilitate the meetings
- b. Discuss the agenda with the intern and/or supervisor.
- c. Consult with the supervisor, as appropriate, as the committee seeks to do its work.
- d. Facilitate the Mid-Point and Final Evaluation process by seeking input from all committee members; compile the evaluation feedback; enter and submit the online evaluation forms. Use the timeline appropriate for your student, found on the following pages.
- e. The Chairperson should have strong basic computer skills to complete online forms and active email address.

## **THE CHURCH'S EXPECTATIONS**

As an internship committee you are involved in the preparation of candidates for ordained ministry. The Evangelical Lutheran Church in America (ELCA) has stated its expectations of its ordained ministers, continually seeking reflection on both the internal and external call of ministry.

Throughout the candidacy journey, students are asked to deeply consider and discern how God is calling them to serve God's people, how they will live the Baptismal promises alongside God's people, how they will share God's Word and proclaim the good news, how they seek justice for the oppressed and marginalized, and how the Spirit will move and breathe life daily into their ministry.

## **VOCATIONAL DIVERSITY**

Ministry is faith, active in love, actively seeking to respond to the needs of the world. The way in which you do your ministry and live out your faith is important not only for yourself but also for the whole people of God. Your willingness to share your life at this point can be invaluable for the intern's preparation for the ordained ministry.

Diversity in vocation impacts how ministry is explored and seeks to serve God and neighbor. How does one's vocation influence the way each person seeks to serve? Being mindful of the varied gifts, talents, passions, interests, and experiences of each person provides space for ministry to be led and understood in various ways, as all seek to live and share the Gospel.

## **PASTORS AND DEACONS**

- Focus on the gathered community
- Proclaim the Gospel
- Administer the sacraments (pastor)
- Remind us of who we are in Christ
- Equip the saints for ministry
- Develop and implement a vision for mission together

## **COMMUNITY AND MINISTRY SITE**

- Focus on all creation in the world
- Act as good stewards of all God's gifts
- Witness to our identity as followers of Christ
- Exercise our ministry in the world

These are some of the varied and unique roles and responsibilities as called Christians. Together we are united as God's people, each called to serve through unique vocations, working together as partners serving God and responding to God's grace.

## **TITLES FOR INTERNS**

Approved titles include "intern" or "vicar." Under no circumstances is the intern to be called "pastor," "The Reverend," or "Deacon." The Church in its good time bestows these latter titles by ordination. No ministry site, no student, and no seminary have the right to convey that which the Church has reserved to its candidacy process. Students identifying themselves as anything other than students is grounds for failing internship and dismissal from seminary.

## **PRIOR TO THE INTERN'S ARRIVAL**

- Meet with the supervisor to organize and review materials from the seminary and select a committee chairperson.
- Gather committee members' contact information as a resource for the intern.
- If housing is provided by the ministry site as part of the internship, assist in preparing the home and create a welcoming space for the intern. This may include assisting in moving the intern to the community.
- If the intern has family members joining them on the internship, inquire if there are ways to also assist with job hunting, schools, professional services, etc ...
- Sharing of community and ministry site information with the intern in advance of their arrival is a great way to begin the introduction to the internship site.

Plan fun and practical ways to welcome the intern. Ideas such as:

- A "card shower": congregants are invited to donate gift cards to area businesses
- Arrange/encourage members to invite the intern out for coffee, or for dinner
- If housing is provided, stock the refrigerator and pantry with food, cleaning supplies, paper goods, etc...
- Along with the supervisor, plan a "Service of Beginning" for a worship service. Include a lunch and/or cake and refreshments.
- Arrange for a guided tour of the parish and community. (Include any intern family members.)
- Coordinate with the supervisor the intern's office space. Insure it is clean, inviting, comfortable, and well-equipped with furnishings and supplies.

Consider in advance how you might support your intern during any holidays during internship, especially if they are away from family and friends.

## REGULAR COMMITTEE MEETINGS

The Internship Committee meetings are a high priority and a responsibility of the members. Working as a team, with all members equally participating and contributing, is key to the experience and the learning of the intern.

The committee members assist and support the intern in:

- Developing and reviewing the intern's Learning Goals
- Compiling feedback and submitting the Mid-Point and Final evaluations.
- Reviewing in advance, the intern's internship project, and providing feedback on the project.

### **Suggestions for the Committee meetings:**

- Meetings hosted in committee member's homes can offer both hospitality and a more relaxed setting.
- The intern and committee chairperson can collaborate on the meeting agenda and topics.
- Scheduling a consistent date and time helps ensure that all members can to participate in meetings.
- Refreshments and/or a meal are an opportunity to gather and experience daily life together. Shared responsibility for food among committee members can be helpful.
- Consistent and clear communication with and among committee members insures full participation by members and the intern.

### **Remember:**

- **LISTENING:** All members of the committee, including the intern, should share in the conversation. No one person should dominate any meeting.
- Conversations should only include those present in the room.
- Internship meetings are not the place to discuss parish concerns, or other ministry site issues, unless it directly affects the intern's experience and learning.
- Follow the planned agenda, unless a related internship concern requires attention.

- The committee's relationship with the supervisor is complementary and should remain respectful and healthy.
- Be an advocate for the internship program in your ministry site and in the church.

## EVALUATION FORMS

Evaluation Forms are found directly at the ELCA website:  
<http://www.elca.org/Resources/Candidacy>

Be aware that the seminaries are required to submit copies of your evaluations to the intern's candidacy committee through the office of the bishop of the intern. At United Lutheran Seminary we require the student to send copies of the Mid-year and Final evaluations to their synod.

Three principles should guide you as you write your evaluations of the intern:

1. **Be honest.** Your intern will welcome your candor and may benefit greatly from it.
2. **Be balanced.** Strengths may be tempered by being overdone. Your life experience may help identify pitfalls to avoid. An example might be: "You work very hard. Beware of becoming a workaholic;" or "You function at too slow a pace. Try to communicate more clearly to those with whom you are working about your desire not to make a mistake."
3. **Use many concrete examples.** Evaluations are much more helpful if you, as writer, use illustrations that are specific and will help the intern recall the actual behavior about which you are commenting. An example: "Your sermon on the Good Shepherd passage was especially helpful to me." or "An elderly member (use the name) said your prayers at her bedside were comforting."

# SUGGESTED MEETING SCHEDULES

## WORD & SERVICE

(planning for six meetings)

### Meeting One

1. Welcome the intern, and have the committee and intern become acquainted.
2. Sharing of faith stories throughout the year by committee members can be helpful
3. Conversation around the intern's Learning Goals
4. Decide together the schedule for future meeting date and times.
5. Opportunity for the intern to ask questions about the ministry site, community, facilities, etc...
6. A time for sharing concerns may be a helpful monthly practice.
7. The inclusion of devotions and prayers at all committee meetings.
8. Communicate the Internship Committee Chairperson information to the intern, this includes their first and last name as well as their email address.

### Meeting Two

1. Review the Learning Goals. How are these aligning with the purpose of the Word and Service internship and ministry?
2. Discuss the transition from seminary to a ministry site setting.
3. Reflect on the major area of service during internship.
4. Begin intentional feedback and appreciation of the internship experience.

### Meeting Three

1. Write the mid-point evaluation, collaboratively combining the comments of all committee members, with a committee consensus on the completed evaluation. Draft of evaluation shared with intern, providing time for dialogue and feedback from both intern and committee.
2. The chairperson will complete and submit the Mid-Point Evaluation form to the student so they can upload the evaluation online to the Canvas course site.
3. The Project Proposal should be submitted by the Mid-Point of the internship. Invite the intern to share their project proposal, if they have not yet done so. Offer feedback on the project proposal, the intern's interest in the project subject, and how it relates to the ministry site.

### **Meeting Four**

1. Reflect on ways seminary coursework has impacted the internship experience. What coursework has been integrated and how?
2. What are other areas of learning, exploration, and integration the intern might consider for the remainder of this internship?
3. What experiences has the intern had during internship as a team? What has the intern learned about teamwork from these experiences?
4. How has the intern attended to self-care? Are there additional self-care aspects to be considered or included during the internship?

### **Meeting Five**

1. What experiences has the intern had with colleague groups during the internship? Explore the value of colleague groups, related to support, learning, collaboration, etc...
2. Explore areas of leadership the intern has experiences during internship, such as staff, council, committees, community, etc...What has the intern learned about themselves? What is their leadership "style"? What are their leadership strengths, and what are areas that require being managed?
3. Review Project, if timely.
4. Begin draft of final evaluation comments.

### **Meeting Six**

1. The committee will share and review their Final Evaluation comments and feedback with the intern, allowing time for conversation and questions.
2. Review Project Report, if appropriate.
3. Say farewell in a personal way as the Internship Committee.
4. Participate in the "Sending/Blessing Service" during the intern's last worship service as an intern.

**The committee may wish to organize a farewell/blessing reception for the intern.**

## **WORD AND SACRAMENT**

(1-year full-time internship-or-2 year part-time)

### **Meeting One**

Welcome the intern, and have the committee and intern become acquainted.

1. Talk about the intern's Learning Goals
  2. Collectively decide the schedule for future meetings
  3. Give the intern the opportunity for questions about the ministry site, community, facilities, etc...
  4. Sharing concerns may be a helpful monthly practice
  5. During the year, sharing faith stories by committee members can be helpful
  6. Inclusion of devotions and prayers at all committee meetings
- Communicate the Internship Committee Chairperson information to the intern, this includes their first and last name as well as their email address.

### **Meeting Two**

1. Check on housing and personal needs, as they apply.
2. Discuss the transition from seminary to a ministry site setting.
3. Review with the intern their Learning Goals. When finalized, the intern submits their Learning Goals online
4. Inquire about ideas for the Project Proposal.
5. Plan potential topics/agenda for future committee meetings.
6. Begin intentional feedback and appreciation portions of work together.
7. Meeting Topic:

### **Meeting Three**

1. Use the Sermon Listener's Feedback Guide as a tool for reflection on the intern's development with preaching
2. Invite committee members to share their varied experiences of meaningful and impactful preaching
3. Preview the Mid-point evaluation form.
4. Meeting Topic:

### **Meeting Four**

1. Provide feedback on the intern's development in worship leadership and preaching.
2. Consider and plan for opportunities to observe the intern in leadership of the various themes on the Mid Point and Final evaluations. Arrange for committee members to participate in where the intern is teaching, leading, offering care, and working with others as a team.
3. Continue previewing the mid-point evaluation.
4. Meeting Topic:

### **Meeting Five**

1. Committee members offer comments and feedback for the Mid-point evaluation, including the explanation of feedback and allowing for the opportunity for the intern to ask questions and seek clarity on any of the committee's comments.
2. Before submitting the evaluation to the inter to upload to the Canvas course site online: The committee must share the evaluation comments with the intern, and there has been ample opportunity for honest and helpful conversation between the committee and intern, as needed.
3. Meeting Topic:

### **Meeting Six**

1. Complete the mid-point evaluation, collaboratively combining the comments of all committee members, with a committee consensus on the completed evaluation.
2. The chairperson will complete and submit the Mid-Point Evaluation form to the intern to upload to the Canvas course site.
3. Review the Learning Goals. How is their progress? Have any been completed? Do any need to be re-written or added?
4. Reflect on experiences with ministerial care in the ministry site and community. Consider inviting the intern to bring a verbatim experience to a future internship meeting to share a more in-depth, but confidential, experience and provide opportunity for reflection.
5. The Project Proposal should be submitted by the Mid-Point of the internship. Invite the intern to share their project proposal, if they have not yet done so. Offer feedback on the project proposal, the intern's interest in the project subject, and how it relates to the ministry site.
6. Meeting Topic:

### **Meeting Seven**

1. Listen to and reflect on a ministerial care verbatim, if planned.
2. Explore the administrative role of a ministerial leader. What has the intern learned, and still wishes to learn, about church administration? Assist the intern in arranging opportunities to learn more about administration, as needed.
3. Reflection and conversation on areas such as Stewardship and Evangelism.
4. Meeting Topic:

### **Meeting Eight**

1. Discuss the role of the clergy in the broader Christian community. Introduce conversation regarding the relationship of your ministry site with other area ministry sites, community groups, social service agencies, schools, etc ... Do partnerships exist? What has the intern experienced with these relationships?
2. Reflect with the intern how your ministry site relates to your synod and churchwide partners.
3. Reflect on self-care with the intern. What has the intern learned about caring for oneself holistically? What has surprised the intern about self-care? How has the intern managed this important element of being a healthy Christian Public Leader?
4. Meeting Topic:

### **Meeting Nine**

1. Review the past months, and the amount of responsibility the intern has held. How has this level of responsibility changed, over time? Will there be future opportunities for the intern to experience other responsibilities?
2. Review any update on the Internship Project, if applicable.
3. Explore and discuss the role of technology and social media, related to ministry, the ministry site, and the intern. What has the intern learned about these topics, related to this ministry site?
4. Working with teams is an important aspect of ministry. Explore what the intern has experienced and learned about themselves and working with teams, including any staff, ministry site, council, or other kinds of teams at this context. What kind of leadership style does the intern engage in when working with teams? What else might the intern want to learn about team ministry?
5. Meeting Topic:

## **Month Ten**

1. This may be a good month for a social outing.
2. Discuss how the presence of the intern has impacted the ministry site.
3. Begin reviewing the Final Evaluation themes and questions.
4. Are there any areas of interest the intern has not yet had the opportunity to experience? How might the committee support the intern to ensure these experiences occur?
5. Meeting Topic:

## **Meeting Eleven**

1. Plan a "Sending Service" for the intern.
2. Talk about what it looks like, sounds like and feels like to end well and say farewell.
3. Explore the significance of transitions in the life of a ministerial leader. What are the wonderings and questions related to this topic, by the intern? Committee members might share their own experiences of transition, especially related to ministerial leaders who have transitioned out of a ministry site they were a part of.
4. If timely, review the Project Report. Reflect on the intern and the ministry site's experience with the project.
5. Begin the process to write and complete the complete the final evaluation. This Evaluation is to be a collaborative effort from all committee members, with a collection of their comments and feedback.
6. Meeting Topic:

## **Meeting Twelve**

1. The committee will share and review their Final Evaluation comments and feedback with the intern, allowing time for conversation and questions.
2. Say farewell in a personal way as the Internship Committee.
3. Participate in the "Sending Service" during the intern's last worship service.
4. The committee may wish to organize a farewell reception for the intern.

## **RESOURCES FOR INFORMED THINKING ABOUT MINISTRY**

The primary resource in working with interns is your experience of the church's ministry. You know what has been helpful to you. You know what has not. While any individual's experience and reactions are obviously limited, the members of the internship committee represent a broad perspective which can bring about a healthy balance of observations.

Members of the internship committee may find it helpful to compare their thinking about ministry with that of others in their denomination.

### **THE FOLLOWING RESOURCES ARE PROVIDED TO HELP IN THINKING ABOUT MINISTRY:**

#### **ELCA STANDARDS ON MINISTRY**

The Evangelical Lutheran Church in America has adopted affirmations about the ministry of the baptized people of God and about the ordained ministry within the people of God.

#### **Ministry of the Baptized People of God**

This Church affirms the universal priesthood of all its baptized members. In its function and its structure this Church commits itself to the equipping and supporting of all its members for their ministries in the world and in this Church. It is within this context of ministry that the church calls or appoints some of its baptized members for specific ministries in this Church.

#### **Ordained Ministry**

Within the people of God and for the sake of the Gospel ministry entrusted to all believers, God has instituted the office of ministry of Word and Sacrament as well as Word and Service. To carry out this ministry, this church calls and sets aside qualified persons.

An ordained minister of Word and Sacrament or Word and Service of this church shall be a person whose commitment to Christ, soundness in the faith, aptness to preach, teach, and witness, and whole educational qualifications have been examined and approved in the manner prescribed in the documents of this church; who has been properly called and ordained; who

accepts and adheres to the Confession of Faith of this church; who is diligent and faithful in the exercise of the ministry; and whose life and conduct are above reproach. A minister shall comply with the constitution of this church.

In accordance with this description of an ordained minister, the ELCA sets forth the following standards, for its ordained ministry:

**Basic Standards.** Persons admitted to and continued in ordained ministry of this Church shall satisfactorily meet and maintain the following:

- A. commitment to Christ;
- B. acceptance of and adherence to the Confession of the Faith of this Church;
- C. willingness and ability to serve in response to the needs of this Church;
- D. academic and practical qualifications for ministry;
- E. life consistent with the Gospel and personal qualifications including leadership abilities and competence interpersonal relationships; and
- F. receipt and acceptance of a letter of call.
- G. membership in a ministry site of this Church.

**Preparation.** Except as provided below, a candidate for ordination shall have:

- A. membership in a ministry site of this church and endorsement by its pastor and council;
- B. Seen under the guidance and supervision of the appropriate committee for at least a year before being recommended for ordination;
- C. satisfactorily completed the requirements for the Master of Divinity degree from an accredited theological school in North America, including practical preparation as defined by the Domestic Mission Unit such as internship and supervised clinical work;
- D. completed at least one year of residency or equivalency in a seminary of this church, except when waived by the appropriate committee in consultation with the faculty of a seminary of this Church;
- E. been endorsed by the faculty of a seminary of this Church; and
- F. been examined and approved by the appropriate committee according to procedures established by the Domestic Mission Unit, after consultation with the Seminaries of this Church.

# APPENDIX 1: LEARNING COVENANT WORKSHEET

## INTERN COMMITTEE

**(Chairperson of Internship Committee: Please see that each committee member has a copy of this worksheet. You may wish to use other sheets of paper to make this manual re- useable)**

As persons selected to work with the minister-in-training on behalf of the teaching parish, it is important that you talk some things through (together with the supervisor or field instructor) in your preparation for building the Learning Covenant. This covenant asks you to make explicit the hopes and expectations which you bring to this experience. Use this worksheet as an inventory: what you must give the intern and what you want to receive from the intern.

### WHAT WE ARE READY TO OFFER

- A. To introduce yourselves individually to the intern, each member should prepare a brief statement and attach it to this worksheet. Please include the following:

who you are as a member of a family, and nature of work outside home; past and present positions of church leadership; any positions of community leadership; the three most important things you look for in a minister; as our new intern, you can count on me for;

- B. What prompted you to serve on this committee? What personal/spiritual enrichment would you hope to receive from serving on this committee?

- C. What are some of the special opportunities which this ministry site or parish must offer an intern? How could the committee help the intern use these opportunities most effectively?

- D. In this parish, are there concerns from experience which could influence your relationship with this intern?

## OUR MISSION AS A MINISTRY SITE

If the ministry site has recently formulated a mission statement, please share it here. If none has been written recently, then articulate as a committee what you understand that mission to be, and the priorities in this site's life and mission for the coming year.

## WHAT WE WANT OR EXPECT

E. What are the three most important areas which the committee feels the intern should help with in the next four months? Briefly describe their involvement, and what you want to see accomplished:

1.

2.

3.

F. In their learning and growth:

What do you want to say to your intern about how you hope they will use this experience for growing in ministry?

## **APPENDIX 2: INTERNSHIP PLANNING WORKSHEETS**

These worksheets can be found on the Contextual Formation website as well as in this manual. As you work together with your Supervisor and Internship Committee to complete the tasks necessary for internship, fill in the “Date Completed” section to keep track of your progress.

## Word and Service Internship Planning Worksheet

Date Complete	Task	To be completed by:	Notes
	Internship Agreement Form Completed and Submitted	Supervisor and Intern	Due before Internship Orientation/Team Building
	Invite & Train Internship Committee	Supervisor	Prior to intern's arrival; schedule 1 <sup>st</sup> mtg for shortly after arrival
	Secure housing for intern (if applicable)	Supervisor	
	Prepare Intern's office	Supervisor	
	Compile all office information needed by intern	Supervisor and Ministry Site	
	Service of Beginning	Supervisor and Intern	Sample service in Internship Manual
	Intern Travel Voucher Submitted	Intern	Receipts & maps must accompany voucher
	Learning Covenant within first month of start date of internship	Supervisor and Intern	
	Internship Cluster meetings arranged	Supervisor and Intern	
	Three-Month Evaluations due	Intern, Supervisor, and Committee	<b>Intern</b> upload signed copy to Canvas site and send to denominational leadership
	Internship Project Planned	Intern, Supervisor, And Committee	<b>Intern</b> upload signed copy to Canvas site and send to Synod office
	Final Evaluations due	Intern, Supervisor and Committee	<b>Intern</b> upload signed copy to Canvas site and send to Synod Office
	Farewell and Godspeed Sending Service	Supervisor and Intern	

## Word and Sacrament Internship Planning Worksheet for 12 Month/Full Time

Date Completed	Task	To be completed by:	Notes
	Internship Agreement Form Completed and Submitted	Supervisor and Intern	Due before Internship Orientation/Team Building
	Invite & Train Internship Committee	Supervisor	Prior to intern's arrival; schedule 1 <sup>st</sup> mtg soon after arrival
	Secure housing for intern (if applicable)	Supervisor	
	Prepare Intern's office	Supervisor	
	Compile all office information needed by intern	Supervisor and Ministry site	
	Service of Beginning	Supervisor and Intern	Sample service in Internship Manual
	Intern Travel Voucher Submitted	Intern	Receipts and maps must accompany voucher
	Learning Covenant within first month of start date of Internship	Supervisor and Intern	
	Internship Cluster meetings arranged	Supervisor and Intern	ULS assigns cluster leaders, be in touch leader to get schedule
	Three-month Evaluations Submitted	Supervisor and Intern	<b>Intern</b> upload signed copy to Canvas site and send to synod Office
	Internship Project Proposal (before end of first quarter of internship)	Supervisor and Intern	<b>Intern</b> upload signed copy to Canvas site
	Midpoint Evaluations Submitted (6 months)	Intern, Supervisor and Committee	<b>Intern</b> upload signed copy to Canvas site and send to synod office
	Final Evaluations Submitted	Intern, Supervisor and Committee	<b>Intern</b> upload signed copy to Canvas site and send to synod Office
	Farewell and Godspeed Sending Service	Supervisor and Intern	

Page left blank

## APPENDIX 3: SERMON FEEDBACK FORM OPTION 1

Created by Rev. Karoline M. Lewis, Ph.D.  
Marbury E. Anderson Chair in Biblical Preaching, Luther Seminary

*“Rather than try to be a good preacher, be a faithful preacher. The goodness is always in God’s hands.” - Clay Schmit*

The foundational preaching course at Luther Seminary is designed to provide pedagogy and practice in the seven key elements of a faithful sermon. Our educational goal is not to graduate good preachers, but faithful preachers who have then committed themselves to the necessity of lifelong homiletical growth. Our intent is that students will pass the preaching course not only with a solid sense of what it means to be a faithful preacher but also with an awareness of the areas in which they need further instruction and practice. The internship year is crucial for identifying those skills that need further attention, both in course work and in post-graduate continuing education.

### **A faithful sermon will address the following:**

- Engage the Biblical Text
- Engage the Human Condition and God’s Response
- Engage the Many Contexts of Proclamation
- Engage the Theological Imagination
- Engage the Mind of the Listener
- Engage the Heart of the Listener
- Engage Orientation to Life in God’s World

### **Engages the Biblical Text:**

Biblical sermons are rigorous about the details of the text and pay attention to the particularity of each biblical writing. They honor the specificity of each unique voice in the canon and make every attempt not to harmonize the biblical witness into “the Bible says.”

- How did the sermon tend specifically to the details of the text?
- How did the sermon honor the specificity of the theology of the author?
- How did the sermon draw on the language of the particular biblical writing to articulate theological issues?
- How was the sermon shaped by the overall narrative and theological commitments of the biblical text?

### **Engages the Human Condition and God’s Response:**

A faithful sermon will tend to how the biblical passage speaks to the human condition, our human realities, behaviors, and the full spectrum of what it means to be human, i.e., sin and brokenness, but also love and belonging, including individual, corporal, societal, national, and global realities of both systemic sin and human joy

- Where are we in the text? Who are we in the text? What is our human issue?
- How does the text call out human brokenness – on any level?
- And, what is God’s answer? What is God’s response to our human situation?
- How does God address our need/joy?

### **Engages the Many Contexts of Proclamation:**

A faithful sermon is aware of the many contexts of preaching.

- Did the sermon tend to the literary or narrative context of the specific story?
- Did the sermon tend to the liturgical context and how the liturgical season shapes biblical interpretation?
- Did the sermon mention congregational, local, communal issues to which the text speaks and which also shape the interpretation of the text?
- Did the sermon engage society, national, or global issues that might be addressed by the text? Or how these issues challenge the text?

### **Engages the Theological Imagination:**

A faithful sermon will help the listener imagine the expansiveness of God's activity in the world.

- What is God up to?
- How does the text give witness to the breadth and depth of metaphors for God and God's activity?
- Does the text challenge your own theology or that of your ministry site's and what will you do with that?
- How does the text speak to the character of God?
- What is God revealing about God's self?

### **Engages the Mind of the Listener:**

A faithful sermon will tend to the fact that clarity is essential for sermon comprehension and memory.

- Did the sermon have a clear focus? A memorable point? Something that you could take away and remember during the week?
- Was the sermon easy to follow? That is, was there a perceivable outline or design?
- If you had to, could you plot the moves of the sermon?

### **Engages the Heart of the Listener:**

A faithful sermon will move you. That is, it's not just what a sermon says that is important, but also what a sermon does.

- What kind of effect did the sermon have on you?
- How did the sermon make you feel? In other words, could you detect a function for the sermon?
- How did the delivery of the sermon create the effect?

### **Engages Orientation to Life in God's World:**

A faithful sermon will invite the listener to imagine how to embody the message of the text in the world.

- How did the sermon articulate our response to God's grace?
- How did the sermon share how can we embody God's love in the world?
- How did the sermon ground what we are called to do in the promise of God's grace? That is, always what we are asked to do in the imperative arises from what God has already done. "God has done \_\_\_\_\_, therefore, we do \_\_\_\_\_."

## APPENDIX 4: SERMON FEEDBACK FORM OPTION 2

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

1. Summarize the content of the sermon as you heard it. (If the content was not clear, please say so.)
2. What part of the sermon related to your experience of life? (If none, please say so.)
3. What good news did you hear in the sermon? (Please make it clear why it is good news to you – what was or what might be the result of the sermon in your feeling and/or action?)
4. In what ways did the preacher's delivery – demeanor, language, style, illustrations, etc. – help or hinder communicating the message?
5. What, generally, would you like to tell the preacher about their communicating the gospel?