

SPRING FIELD SUPERVISOR FINAL EVALUATION

Brite Divinity School
Field Education Office
Due **April 22, 2020**

Student _____

Part I Performance Scales

DIRECTIONS: For each item below, decide which of the following performance levels best describes the abilities of the minister-in-training. Place the number in the blank at the right of the item. If you have no basis for making a judgment on a particular scale, enter N/A.

- (1) Outstanding (consistently superior competence)
- (2) Very Good (significant competence)
- (3) Satisfactory (more often effective than ineffective)
- (4) Unsatisfactory (little demonstrated competence)
- (5) Unacceptable (deficient; need attention)

A. The Minister-in-Training as Pastoral Leader

- 1. Developing trusting relationships....._____
- 2. Creating and maintaining healthy and appropriate sexual boundaries....._____
- 3. Listening to people_____
- 4. Understanding and discerning the needs of people_____
- 5. Responding with empathy and resourcefulness to people in times of crises_____
- 6. Visiting with members in non-crisis situations_____
- 7. Ministry in situations of illness and grief....._____
- 8. Accepting people who are different from herself/himself_____
- 9. Respecting confidential information_____
- 10. Showing initiative in responding to pastoral needs of persons_____

11. Developing a clear pastoral identity and theology___
12. Interpreting the context of ministerial situations wisely.....___
13. Demonstrating appropriate understandings of accountability.....___

Comments:

B. The Minister-In-Training as Worship Leader and Preacher

1. Worship is informed by a clear theology of worship and the sacraments___
2. Interprets biblical texts faithfully in sermons___
3. Effective leading in public prayer.....___
4. Demonstrating poise and presence in role of worship leader/preacher___
5. Using appropriate language in worship and preaching.....___
(e.g. grammar, abstractions, slang)
6. Using effective voice in leading worship and preaching___
(volume, clarity, inflection)
7. Appropriate use of facial and bodily gestures.....___
8. Pays attention to congregational/community context in preaching/worship
leadership___
9. Organizing sermons with clarity___
10. Effectively using illustrations in sermons.....___

Comments:

C. The Minister-in-Training as Evangelist

1. Understands the theology of the church’s evangelistic task
2. Ability to articulate and promote a missional vision
3. Helping to create a welcoming atmosphere
4. Visitation with prospective members.....
5. Visitation with inactive members
6. Willing and able to witness a personal faith
7. Teaching and implementing other outreach strategies.....

Comments:

D. The Minister-in-Training and Teacher

1. Planning for effective teaching (clear goals/objectives, logical sequencing of activities, appropriate allotment of time).....
2. Presenting concepts in ways appropriate for learners’ ages and needs
3. Selecting and utilizing appropriate educational resources
4. Using appropriate variety of teaching methods.....
5. Using well-stated questions to stimulate learning
6. Involving learners in the educational process.....
7. Leading group discussions in a purposeful way
8. Creating an appropriate physical environment for teaching.....

Comments:

E. The Minister-in-Training and Servant in the World

1. Identifying and analyzing social or community issues.....___
2. Relating biblical and theological insights to community/world issues___
3. Using the resources of the church to deal with social issues or community problems___
4. Balancing concern for personal faith/ethics with concern for social justice___
5. Identifying with and caring for needy persons in the community___
6. Enabling members to become aware of and participate in the ministry of the congregation to the community and world___
7. Facilitating constructive conversation on controversial issues.....___
8. Ecumenical cooperation___
9. Interfaith understanding and cooperation.....___

Comments:

F. The Minister-in-Training as Steward

1. Knows and articulates a solid biblical theology of stewardship.....___
2. Demonstrates awareness of time management as a stewardship issue.....___
3. As applicable, cares daily for spouse and nurtures God’s gift of family.....___
4. Continues to care for and nurtures relationships with parents, relatives, and friends___
5. Models a healthy financial stewardship including proportionate giving to at least the tithe level___
6. Actively inquires how others manage the balance of personal, familial and professional concerns.....___

7. Gives evidence of advocacy and practice of a wider stewardship of the ecology.. ____
8. Shows concern for other evidences of responsible self-care in relation to exercise, nutrition, rest and play ____

Comments:

G. The Minister-in-Training as Administrative Leader

1. Making positive contributions in working with groups and committees ____
2. Helping groups and committees define and communicate their goals ____
3. Ability to articulate a theology of administration..... ____
4. Managing the care and cultivation of volunteers..... ____
5. Managing her or his time effectively..... ____
6. Dealing constructively with change and conflict ____
7. Accepting constructive criticism ____
8. Analyzing dynamics of the congregation’s decision-making processes ____
9. Exercising authority in appropriate ways ____
10. Supporting the total ministry of the congregation with enthusiasm and a cooperative spirit ____
11. Demonstrating a positive, constructive attitude about the denomination creating trust rather than suspicion ____
12. Learning from her or his experience..... ____
13. Appropriate use of congregational publications and information systems..... ____

Comments:

Part II: Narrative Evaluation

- L. How do you evaluate the minister-in-training's sense of "call to ministry" at this point in their pilgrimage?
- M. How effective was the minister-in-training in accomplishing their goals as outlined in the Covenant for Learning?
- N. What happened in the life of the minister-in-training at the level of personal faith?
- O. Comment on the minister-in-training's preparedness for the realistic demands of ministry, taking into account family considerations (as appropriate).
- P. Describe the nature and quality of the minister-in-training's relationships
- With you:
- With the staff:
- With the Lay Training Committee:

- Q. How would you describe the minister-in-training's temperament/disposition as experienced by others (e.g., angry, nervous, confident, casual, careless, serious, joyful, flexible, controlling, adaptive to change, warm, and so forth)?
- R. How would you describe his/her level of maturity? (Include ability for self-awareness and self-criticism.)
- S. Describe the minister-in-training's ability to integrate theory and practice, theology and ministry.
- T. How would you describe their personal work habits (e.g., appearance, punctuality, self-discipline, ability to establish realistic work objectives, tact, time management, etc.)?
- U. Please summarize what you perceive to be the minister-in-training's greatest strengths for ministry.
- V. Please identify and comment on areas in which the minister-in-training needs further growth. What new insights, knowledge, or skills does s/he need to develop in preparation for further ministry?

Supervisor's signature _____ Date _____

Part III. Minister-in-Training's Response

Check one:

_____ I have read my supervisor's assessment and agree that it is a fair evaluation of me and my supervised ministry experience.

_____ I have read my supervisor's assessment and agree with the evaluation with the following exceptions or additions:

Additional Comments:

Minister-in-Training's signature _____ Date _____