

SPRING STUDENT FINAL SELF 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 your abilities. 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-crises 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:

E. The Minister-in-Training as 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:

F. The Minister-in-Training as 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:

H. 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 your sense of “call to ministry” at this point in your pilgrimage?
- M. How effective were you in accomplishing your learning/serving goals as outlined in the Covenant for Learning?
- N. What happened in your life at the level of personal faith?
- O. Comment on your preparedness for the realistic demands of ministry, taking into account family considerations (as appropriate).
- P. Describe the nature and quality of your relationships
- With your supervisor:
- With the staff:
- With the Lay Training Committee:

- Q. How would you describe your 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 your level of maturity? (Include your ability for self-awareness and self-criticism.)
- S. Describe your ability to integrate theory and practice, theology and ministry.
- T. How would you describe your personal work habits (e.g., appearance, punctuality, self-discipline, ability to establish realistic work objectives, tact, time management, and so forth)?
- U. Please summarize what you perceive to be your greatest strengths for ministry.
- V. Please identify and comment on areas in which you need further growth. What new insights, knowledge, or skills do you need to develop in preparation for further ministry?

Minister-in-Training's signature _____ Date _____