

MANUAL for MINISTERIAL FIELDWORK



www.my.uls.edu/contextual-formation/

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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!

Ministerial Fieldwork 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 contextual formation experience.

The Ministerial Fieldwork Manual is designed to help you in this vital ministry. The pathways for ministry formation 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.

Since seminarians of churches other than Lutheran participate in our ministerial formation 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



United Lutheran Seminary

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WEBSITE: <http://my.uls.edu/contextual-formation/>

MINISTERIAL FIELDWORK
Calendar for Students Ministerial Fieldwork

Fall Semester

Ministerial Fieldwork Assigned Congregation Visitation Begins	Last Sunday of September
Ministerial Fieldwork Agreement Form Due	October 7 th by 5 p.m.
Student Learning Covenant Due	October 7 th by 5 p.m.
Thanksgiving Recess <i>Students are not required to attend the Sunday after Thanksgiving</i>	As noted on ULS academic calendar
Student/Supervisor Mid-Term Appraisal Form Due	2 nd Friday in December by 5 p.m.
Last Congregational Visitation	Sunday after classes end, before exams week

Spring Semester

Congregational Visitation Resumes (12 weeks total - required)	First Sunday in February
Good Friday & Easter Day <i>Students are welcome to participate in the parish celebration; but school is not in session, we don't expect you to be at your site</i>	As noted on ULS academic calendar
Supervisor's Final Evaluation Form Due	2 nd Friday in May by 5 p.m.
Last Congregational Visitation	First Sunday in May

***Please upload completed, signed forms to the Canvas Course website. If you have any questions:
Email the Contextual Formation Office at contextualformation@uls.edu**



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**United Lutheran Seminary
Office of Contextual Formation
Checklist for Ministerial Fieldwork**
(1st student congregational fieldwork)

- ☐ Student completes application and submits to primary campus location by September 1.
- ☐ **Attend Ministerial Fieldwork Supervisor/Student Orientation
September, Philadelphia & Gettysburg Campus (date emailed to students)**
- ☐ Ministerial Leadership Agreement - October 7th
- ☐ Learning Covenant – October 7th
- ☐ Mid-Year Appraisal – Due – 2nd Friday of December by 5:00 PM
- ☐ Final Evaluation – Due – 2nd Friday of May – By 5:00 PM
- ☐ Lay Person's Evaluations – Due – May 1st - By 5:00 PM (to student only)
- ☐ Preaching Evaluations – Due – May 1st - By 5:00 PM (to student only)
- ☐ Teaching Evaluations -- Due – May 1st - By 5:00 PM (to student only)



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Office of Contextual Formation

Ministerial Fieldwork Agreement

(First Two Semesters' Student Congregational or Agency Fieldwork)

WEBSITE: <http://my.uls.edu/contextual-formation/>

DUE DATE: October 7th

Please print clearly:

Student _____ Email: _____

Congregation _____

Address _____

City _____ State _____ Zip Code _____

Synod/Judicatory _____

Pastor _____

Pastor's e-mail _____

Pastor's Cell Phone _____ Office # _____

Period of Site Ministerial Fieldwork (Please specify month, day, and year): From: _____ To: _____

We are ready to be partners with the seminary in its mission to provide theological education in preparation of future leaders for the church and society. **In honoring this covenant we agree to the following:**

- ❖ Completion and submission of a "learning covenant," jointly worked on by both supervisor and seminarian and signed by the supervisor, office of the congregation/organization, and student. **Learning Covenants are due October 7th.**
- ❖ Submission of **mid-year** appraisal by both supervisor and seminarian no later than **5:00pm on the 2nd Friday in December.**
- ❖ Submission of **final** appraisal by supervisor no later than **5:00pm on the 2nd Friday in May.**

Estimated Breakdown of Stipends:

1. **Required** Monthly Car Allowance (Current IRS rate) \$ _____
(The travel allowance is to cover travel-related expenses, including travel expenses to the site for required Site Education Hours.)
2. **Optional** Monthly Educational Stipend (_____ per month) \$ _____

Pastor's Name

Pastor's Signature

Date

Congregational Representative's Name

Congregational Representative's Signature

Date

Student's Name

Student's Signature

Date

Seminary Representative's Name

Seminary Representative's Signature

Date

SUBMIT completed, signed forms to the Canvas Course site. Questions? Email: contextualformation@uls.edu

**Office of Contextual Formation
Ministerial Fieldwork Guidelines**

(First Two Semesters' Congregational or Agency Fieldwork)

WEBSITE: <http://my.uls.edu/contextual-formation/>

“Ministerial Fieldwork” (congregational or agency fieldwork) is the name of the first of three Contextual Formation components. It precedes “Critical Reflection on Praxes of Ministry”(CPE) and the third component “Ministerial Immersion” (internship).

In Ministerial Fieldwork, the congregation and the supervisor share their congregational life with the student, and review and discuss the student's skills and gifts for ministry. Reflection on vocation – both the sense of purpose for the student in ministry, but also the corporate vocation, or ‘call’ that the congregation or ministry setting has received and faithfully engages - frames the Ministerial Fieldwork experience and themes throughout the year. In this way, Ministerial Leadership helps to prepare candidates for public offices of ministry, and particularly the endorsement stage of the second year of candidacy for ELCA students.

Ministerial Fieldwork students spend 7-10 hours at their placements per week for 12 weeks during each of two semesters. This is normally on Sunday morning during which time they will worship with the congregation. Congregations with services offered at times not on a Sunday morning may have students visit these services but not expect regular attendance. Some MAML students may be assigned to an agency; they participate in that work at a mutually agreed upon time.

1. **Establishing a professional relationship with a supervisor, the student** learns how to encourage others to articulate their faith in daily life, to take responsibility for worship, fellowship and decision-making in a particular context.
2. **Exploring their skills in teaching (and perhaps preaching),** the student begins the process of communicating to others how the Word of God has moved them, and how it is relevant to contemporary needs. They will face the challenge of relating their own testimony to scripture, creeds and confessional traditions. (M.Div. & MAML students teach two times.) The supervisor is to take students on three parish visits (i.e.: homebound, hospital, visitor) during the academic year.

What to do in the Congregation/agency

- Participate and assist in worship; education; & service ministries
- Initiate conversations with a wide variety of members/staff;
- Teach (and possibly preach in second semester) as arranged, make public presentations
- Interview congregational leaders/staff;
- Study the congregation and its neighborhood
- At least once a month, have lunch with members of the congregation/agency; and,
- Meet 6 times each semester with Supervisor for guided conversation around both the sense of purpose for the student in ministry, but also the corporate vocation, or ‘call’ that the congregation or ministry setting has received and faithfully engages.

Ministerial Fieldwork sites are normally within one hour's drive from Gettysburg/Philadelphia

- Mileage Compensation: Congregations reimburse the students for all mileage pertaining to Ministerial Fieldwork at the current IRS standard rate. Mileage calculated is either the distance between the Seminary and the congregation OR the student's residence to the congregation - whichever is less. OR reimbursement for public transportation between the Seminary and the congregation.
- Student's family: Families are welcome, with permission from the site, to visit occasionally but are not expected to participate in the Ministerial Fieldwork program. Students should arrive for work-times free of child-care responsibilities.
- Good Friday and Easter Day: Students are welcome to participate in the parish celebration; but when the seminary is not in session, students are not required to be at Ministerial Fieldwork site

Note: Students are expected to be present every Sunday of the term, up to 12 weeks (grace is offered when circumstances beyond the students control occur that prevent attendance), and they must complete six supervisor conferences each semester. The Supervisor and student need to decide on a schedule for conferences and visitation that best suits them. Lunches with members in the parish should be arranged at least once a month. These lunches provide the occasion for learning about the daily discipleship of members, and also provide information about specific aspects of ministry that will form the basis for the student's learnings.

Supervisor and Student

An important aspect of the 7-10 hours that the student will spend in the parish or institution during the selected weeks of the term is the development of an intentional professional relationship with the Ministerial Fieldwork supervisor. Each parish is different, and each supervisor is different, but a professional relationship can only be effective if there is clear communication of expectations, a real desire to understand the gifts and strengths of the student and the supervisor, as well as prompt attention to areas where new learning is necessary.

The conferences between supervisor and student may begin with scripture reading and prayer, as a way to integrate various learning tasks with the life of the parish, or agency. Using a form of *lectio divina* - a way of concentrating the mind on a particular expression or experience of God's Word and linking the fruits of that concentration to daily life – may be a helpful way to open the supervising sessions. Biblical reflection done in this way can deeply enrich a discussion of:

- a) theology, context, and mission or the student's preparations and experiences in teaching (and possibly preaching in the second semester) in the Ministerial Fieldwork context.
- b) reflections upon vocation,
- c) the way that an experienced pastor discerns the time and opportunity to lead a congregation/agency forward in mission and ministry

Appraisals

Students are responsible for getting the appraisal forms to the Contextual Formation Office by the deadline. Please refer to each form for deadlines and the various questions for appraisal and evaluation. The final appraisal of the year should be shared with synodical candidacy committees. These forms are posted on the Contextual Formation webpage: www.my.uls.edu/contextual-formation/

For the first semester, a one-page mid-year appraisal completed and signed by student and supervisor; during the second semester, a final appraisal is due from the supervisor. Students in Master of Arts in Ministerial Leadership have the option of a service ministry component. **Preaching, teaching, and lay person evaluation forms are provided as tools for discussion and assessment for students and supervisors. **They should not be returned to Contextual Formation.**

Ministerial Fieldwork and the ELCA Deacon Candidate

Field work plays a vital role in the preparation and formation of deacon candidates. The diaconate serves on the boundaries where church and society interface. Regardless of the particular ministry setting in which they serve, deacon candidates will be expected to understand the dynamic relationships within and between congregational and societal systems and to provide leadership in connecting these systems. The process of contextualization, reflection, integration, and evaluation will be given particular attention throughout the field work experience.

The goals of field experience for diaconate:

- develop a vision and understanding of the ministry of Word and Service rooted in the Word of God and bring it forth as a witness to the Gospel;
- understand relationships within and between congregations and societal agencies; and,
- provide ministry at particular interfaces of church and society;

During the year in the Ministerial Fieldwork site, the student should begin to plan a diaconal project designed to engage the congregation's attention to ministry of the baptized in the world. Such a project also shall make clear how the student articulates the Lutheran tradition's theology in relationship to vocation in daily life.

While most deacons are not called to settings that include regular worship leadership, there are obvious places within the liturgy where deacons have traditionally served, and which ritually point to the nexus of church and world: receiving the bread and wine, preparing the altar, distributing Holy Communion, caring for the altar and vessels, reading the Gospel. Roles that flow from the heart of the deacon roster include leadership of intercessory prayer, distribution of Holy Communion to the homebound, preaching, and oversight of the 'frontiers' in the coming and going of people to worship— the gathering and the sending.

The opportunities for visitation and interviews with congregational members, Sunday lunches with members of the congregation, and observation and study of the community might be structured to include individuals who provide entrée to the area of specialization of the deacon candidate: chaplaincy, social work, pastoral care, community organizing, parish nursing, etc.

NOTE TO STUDENTS: You must notify the Contextual Formation Office on your campus of any important changes that might affect your placement or enrollment status.

Questions: Email Contextual Formation Office
contextualformation@uls.edu



United Lutheran Seminary

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MINISTERIAL FIELDWORK

(First Two Semesters' Congregational or Agency Fieldwork)

LEARNING COVENANT BETWEEN SEMINARIAN AND SUPERVISOR

DUE DATE: October 7th.

NOTE: Both the student and the supervisor should keep a signed copy of the covenant on file.

Students should upload completed form to the Canvas Course site.

This form is available for download as a Word document on the Contextual Formation webpage: <http://my.uls.edu/contextual-formation/>

Student Name: _____

Supervisor Name: _____

Congregation/Agency: _____

City State Zip

(You may add lines as necessary to each item)

I. Goals (what does student hope to gain from this experience)

1. Goal One:
2. Goal Two:
3. Goal Three:

II. Student's Learning Objectives (what does the student hope to learn from this experience)

1. Learning Objective One:
2. Learning Objective Two:
3. Learning Objective Three:

III. Tasks (what does the student want to do in this experience)

1. Task One:
2. Task Two:
3. Task Three:

IV. Hours

Student Name _____ will complete 7-10 hours per week for 12 weeks each semester.
(Hours will include travel time, occasional preparation time, and supervisor sessions.)

V. Supervision

Supervisor and Student agree that there will be a minimum of six supervisor sessions (one every two weeks).

VI. Travel Reimbursement

Congregation/Agency _____ will provide reimbursement for travel (mileage or mass transit) for the student _____ from their weekend address to the site for each trip pertaining to Ministerial Fieldwork.

VII. Appraisals/Evaluations

All appraisal and evaluation forms will be completed as required. *Submit these to the Contextual Formation Office on either the Gettysburg or Philadelphia campus by the appropriate deadline.*

For students beginning Ministerial Fieldwork in the Fall semester:

- Mid-Year Appraisal for Student and Supervisor– due 2nd Friday in December by 5:00PM
- Supervisor’s Final Appraisal – due by the 2nd Friday in May by 5:00 PM

Supervisor _____ Date _____

Student _____ Date _____



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Ministerial Fieldwork Mid-Year Appraisal Form

(1st Two Semesters' Student Congregational Fieldwork)

DUE DATE

2nd Friday in December By 5:00 PM – Student Upload to Canvas Course Site

Student Name: _____

***can submit comments together or separately**

For Student:

How does this Ministerial Fieldwork site differ from your previous experience in a congregation, and what has this difference meant for you as you prepare for ministry?

For Supervisor:

Supervisor Name: _____

Comment on the most fruitful discussion you have had during a supervisor session.

For Both:

Please note any particular issues that need attention in the next semester to enable growth in ministry.

Student signature _____ Date: _____

Supervisor signature _____ Date: _____



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Ministerial Fieldwork Supervisor's Final Student Appraisal

(First Two Semesters' Student Congregational Fieldwork)

DUE DATE

2nd Friday of May by 5:00 PM – Student Upload to Canvas Course site

Questions? Email: contextualformation@uls.edu

Student _____ Parish/Agency _____

Supervisor _____ Supervisor's email: _____

Please appraise the student in the following areas:

A. How has the Ministerial Fieldwork experience contributed to the student's readiness for ministry?

B. Does the student demonstrate growth in their understanding of a 'call' and is he/she "willing to serve in response to the needs of this church:"

C. Comment on the teachings or workshop offerings led by the student during the year – did the topics contribute to growth for the student? For the congregation/agency?

D. Assess the student's growth in the ability to articulate theological concepts as they pertain to ministry in the world:

E. In which ministry competency area did significant growth occur? Where should the student focus increased attention?

F. How did the congregation/agency respond to the student's Fieldwork?

Where possible, please describe the student in relationship to the following:

1. *Motivation, sense of responsibility and self-discipline:*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Lacking initiative

Self-initiating

Comments: _____

2. *Self-awareness: Is the student able to evaluate self?*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

None

Accurately

Comments: _____

3. *Openness to learning:*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Resistant

Eager

Comments: _____

4. Ability to relate to you as supervisor:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Negative

Positive

Comments: _____

5. Ability to relate to people in corporate settings of ministry (groups, meetings, classes):

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Negative

Positive

Comments: _____

6. Ability to relate to individuals in personal settings, especially one-to-one:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Negative

Positive

Comments: _____

H. Number of Supervisor Sessions during the Semester. _____
Total Hours of Supervisor/Reflective Sessions during the semester. _____

Comments: _____

Signed _____
(Supervisor)

Date _____ Signed _____
(Student)



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****Lay person evaluation forms are provided as tools for discussion and assessment for students and supervisors. They should not be returned to Contextual Formation.**

Student: _____

Lay Person's Evaluation of Ministerial Fieldwork Student
(First Two Semesters' Student Congregational Fieldwork)

The Seminary's Ministerial Fieldwork Program is intended to provide an educational experience for theological students under the guidance of the Seminary and a supervisor. The Seminary's work with the student can be far more effective if you will submit a candid, accurate and understanding report on the student's work as you view it. Please be frank. Thank you for your cooperation.

1. What is your special area of responsibility in the congregation/agency?

Did you work with the student on any project?

2. What do you think of the student as a candidate for ministry? What impressed you most?

3. What should the student work on next to increase his/her skills for ministry?

4. What have you learned from the student through his/her preaching or teaching assignments?

5. Do you have any other comments useful for the seminary to know about the placement, or arrangements you observed this year? Please use the backside for this purpose.

Signed _____



****Preaching evaluation forms are provided as tools for discussion and assessment for students and supervisors. They should not be returned to Contextual Formation.**

Ministerial Fieldwork Preaching Evaluation

(First Two Semesters' Student Congregational Fieldwork)

Student _____ Supervisor _____

Date of Sermon _____ Congregation/Agency _____

The purpose of this sheet is to guide you, a regular worshiper, in making a helpful analysis of your Ministerial Fieldwork student's preaching. Seminary preaching provides one kind of practice that is evaluated by classmates and instructors, but the Ministerial Fieldwork congregation offers a real time, local context for preaching where regular worshipers can respond to the student's homiletical work.

I. Content What was the sermon about ?

- A. Did the student connect the theme to the Biblical text?
- B. Relevance to your life?
- C. Did you lose track? Why?
- D. Was the sermon timely?

II. Delivery

- A. Could you hear the student comfortably?
- B. Did the sermon keep your interest?

Further comments?

Name _____



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****Teaching evaluation forms are provided as tools for discussion and assessment for students and supervisors. They should not be returned to Contextual Formation.**

Ministerial Fieldwork - Teaching Evaluation (First Two Semesters' Student Congregational Fieldwork)

Student _____ Supervisor _____

Date of Teaching Experience _____ Congregation/Agency _____

The purpose of this sheet is to guide you, a regular worshipper, in making a helpful analysis of your Ministerial Fieldwork student's teaching.

I. Content: What was the lesson about?

A. Did the teaching event have a particular biblical or theological basis ?

B. What did you learn?

C. Flow of the session.

D. Appropriateness to developmental stage of participants.

II. Delivery or style of presentation

A. Manner or style of presenter, including voice, posture, eye contact:

B. What method (lecture/discussion/visual presentation, or other):

Was this choice suitable for the material?

What was a strong positive feature?

What could have been added or changed?

III. Further comments? Please use the reverse side of this sheet.



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Site Application -Ministerial Fieldwork

(First Two Semesters' Student Congregational or Agency Fieldwork)

WEBSITE: <http://my.uls.edu/contextual-formation/>

DUE DATE: August 25th

Congregation/Agency _____ Pastor _____

Address _____

City _____ State: _____ Zip code: _____

Phone _____ Email _____

Synod/judicatory affiliation _____

Approximate driving distance from Gettysburg campus/Philadelphia campus : miles _____; time _____

Average worship attendance _____ Avg. church school attendance _____

Context: _____ Rural _____ Large congregation
_____ Small town, neighborhood _____ Urban ministry

Brief socio-economic description of membership and context _____

Supervisor responsible for student _____

How long have you served in this setting? _____ Roster _____

Have you been a Contextual Formation Supervisor before? If so, when: _____

Will your congregation arrange lunches provided by members of the congregation for the student at least once a month? _____

Is the congregation able to pay current IRS rate for mileage to the student for the round trip OR cost of Metro fare? _____

What are the ministry objectives in your congregation for the coming year? _____

If ELCA, then what is the ELCA Mission support or benevolence commitment as a percentage of your budget to the wider church? _____

ULS wants Ministerial Fieldwork to be healthy and successful for the site and students. Is your congregation/agency a safe & affirming environment (beyond being welcome to all) for those who identify as LGBTQIA+? If so, how? (Please attach all welcoming statements for reference.) _____

The Supervisor relationship depends on your willingness to:

- Meet regularly with a student for discussion, including vocational, prayer, theological and biblical reflection
- Complete appraisal forms at mid-year and year's end including arranging for two lay people to complete appraisals
- Be open to the student's perspectives on your congregation/agency, ministry, and mentoring during Ministerial Fieldwork

Are you able to commit to a working relationship of practical, spiritual & theological depth? _____

Sign here: _____
Signature of Applicant

Date

Any additional comments and concerns: _____

****Please send to: ULS: Sherry Crabbs, Contextual Formation Office, 61 Seminary Ridge, Gettysburg, PA 17325; Fax# is: 717-334-3469 or email to: contextualformation@uls.edu***