

PARISH:

PASTOR:

STUDENT:

Below are the competencies for our LSTC curriculum focused in this course: The Ministry Arts and Public Leadership criteria as well as Spiritual Formation and Cultural Context. Each student at LSTC is assessed on these competencies by the course professor. We give thanks for your “extension of the classroom” and the opportunity you have had to mentor and evaluate students on these important ministry arts and growth points for ministry they have exercised in your parish context. It is hoped that students in this course will have competencies in the first column (Beginning/Developing), moving toward the second (Adequate/Good). Please give a numeric assessment in the most appropriate of the boxes provided (or check insufficient basis) and offer additional narrative comments for these segments below. There are a few other narrative questions following. Thanks.

1. Personal and spiritual formation

Insufficient basis for evaluation

Conveying a developed sense of being created and called to give witness to Jesus Christ, Trinitarian faith, care for creation and community with human neighbors.

<input type="checkbox"/> Beginning/developing 1-3	<input type="checkbox"/> Adequate/good 4-6	<input type="checkbox"/> Exemplary/excellent 7-9
<ul style="list-style-type: none"> ● Articulates basic understandings of spiritual practices, theological accents shape own daily life and decisions. ● Describes ways practices, theological accents shape own daily life and decisions ● Assesses spiritual gifts, vulnerabilities; ● Identifies and accepts call to some form of ministerial leadership; ● Connects personal faith & public witness. 	<ul style="list-style-type: none"> ● Interprets human life through narratives, concepts of religious heritage. ● Evaluates strengths, limitations of spiritual experiences, practices, faith heritage; ● Accurately Describes spiritual experiences & practices, religious traditions and/or denominational frameworks shared by others; ● Reflects upon God’s grace, justice & mercy in one’s own life and the life of the world. 	<ul style="list-style-type: none"> ● Guides and supports communal participation in activities that renew relationships, justice, truth, and wholeness in local contexts; ● Accepts and overcomes challenges to accomplish goals. ● Practices gratitude for the gifts of life and joy in ministry; ● Testifies to God’s particular call to ministry leadership; ● Demonstrates commitment to doing justice, loving kindness and walking humbly with God.

Comments:

4. Ministry Arts and Public Leadership

Insufficient basis for evaluation

Oversight in and stewardship of communities that discern and develop the gifts of all people

□ Beginning/developing 1-3	□ Adequate/good 4-6	□ Exemplary/excellent 7-9
<ul style="list-style-type: none"> • Demonstrates promise and initial proficiency in the core practices of word/sacrament ministry; • Appraises interrelationship between the arts of ministry; • Specifies links between ministerial leadership, Christian life, God's great work of bringing the world to abundant life. 	<ul style="list-style-type: none"> • Exhibits confidence/gracefulness in exercising ministry; • Articulates a sense of self as leader; • Demonstrates understanding of own strengths and limitations that is congruent with feedback from others; • Pronounces a personal & communal/ecclesial call to ministry & basic vision for ministry informed by theological studies & personal faith. 	<ul style="list-style-type: none"> • Oversees gifts & resources of the people of God in the service of the common good; • Communicates & models embodiment of gospel in ways that are culturally sensitive, inclusive, responsive to personal, public dimensions of people's sorrows and hopes; • Demonstrates & supports a deep sense of ministerial or pastoral vocation to which one has been called to shepherd souls in one's care, & to equip people to convey God's great work.

Comments:

4.1. Worship

Insufficient basis for evaluation

□ Beginning/developing 1-3	□ Adequate/good 4-6	□ Exemplary/excellent 7-9
<ul style="list-style-type: none"> • Collects and applies diverse denominational worship resources for planning. • Correlates the liturgical assembly, Christian life, wider horizons of human and creaturely existence; • Illustrates promise & initial proficiency in core practices of word and sacrament worship leadership. 	<ul style="list-style-type: none"> • Chooses and applies denominational resources for planning worship with confidence; • Evaluates compelling connections between the liturgical assembly, Christian life, & wider horizons of human/creaturely existence. • Develops a confident/graceful disposition & solid repertoire of skills for worship leadership. 	<ul style="list-style-type: none"> • Examines, evaluates, and implements denominational worship resources in lively, informed engagement with ecumenical partners, theological heritages and diverse cultures; • Synthesizes in academic and conversational discourse the profound connections between the liturgical assembly, Christian life, and wider horizons of human & creaturely existence; • Constructs depth & breadth of skills in practices of worship leadership; • Improvises wisely & gracefully within Lutheran and ecumenical patterns of worship; • Contributes to liturgical leadership that clearly serves and empowers the assembly for the life of the world.

Comments:

4.2. Preaching

Insufficient basis for evaluation

Beginning/developing 1-3	Adequate/good 4-6	Exemplary/excellent 7-9
<ul style="list-style-type: none"> ● Manifests basic understanding of the spiritual & intellectual discipline required for faithful preaching; ● Employs learning from courses in Scripture to create sermons that evidence growing skill in biblical interpretation.; ● Exemplifies poise & grace in embodying sermon delivery ● Identifies own style of preaching and the contexts that have influenced that style. 	<ul style="list-style-type: none"> ● Cultivates responsible method of sermon preparation; ● Interprets Scripture in ways responsible to text/context; ● Proclaims gospel in Christ, or a God-centered way; ● Composes and delivers sermons that emphasize God's initiative and grace; ● Presents the gospel as good news that addresses people's lives and is related to the liturgical year and the rest of the service; ● Delivers sermons effectively; ● Demonstrates comfort with the taking up the preaching task yet humble regarding call to represent the Gospel. 	<ul style="list-style-type: none"> ● Claims preaching as a call from God thru the church that evokes joy & awe; ● Defines and displays preaching as spiritual discipline/form of prayer; ● Interprets scripture in ways that generate new insights into text & context; ● Expresses Gospel as good news that addresses people's lives in timely, particular way; ● Motivates assembly to act & experience Christ as present & active; ● Creates and preaches a unified message, builds anticipation in hearers with an artistic use of story, image, metaphor. ● Practices diverse methods of delivery.

Comments:

4.3. Leadership for Mission

Insufficient basis for evaluation

Beginning/developing 1-3	Adequate/good 4-6	Exemplary/excellent 7-9
<ul style="list-style-type: none"> ● Initiates conversations; ● Shows genuine interest in people's lives; ● Extends warm welcome to newcomers; ● Invites inactive members; ● Articulates how faith formation influences understanding of evangelism/mission; ● Identifies their own vulnerabilities around interaction with the community; ● Organizes own life as a student to meet classroom, fieldwork tasks & manage own finances. 	<ul style="list-style-type: none"> ● Cultivates genuine interest in others ● Listens and empathizes with understanding in personal & interpersonal dynamics; ● Identifies cultural & community dynamics as they impact the church & engages dialog between church & culture; ● Affirms theological heritage which informs the practice of evangelism, hospitality, outreach & mission ● Responds to varying levels of cultural interaction & nuanced understandings of vulnerabilities; ● Implements own plan for cultural growth; ● Appraises, argues key issues in church/NPO admin & finances. 	<ul style="list-style-type: none"> ● Engages & converses with others in significant conversations particularly about their faith; ● Embodies graciousness in welcoming, including strangers ● Devotes time to visit those estranged from church etc; ● Articulates a compelling theology of evangelism, hospitality, mission & outreach; ● Commits to hospitality, diversity of context; ● Interprets and navigates varying levels of cultural interaction to identify other people's varying levels of cultural interaction & helps to identify a plan for growth; ● Assists others to think strategically & negotiate conflicts in life together.

Comments:

4.4. Pastoral Care

Insufficient basis for evaluation

<input type="checkbox"/> Beginning/developing 1-3	<input type="checkbox"/> Adequate/good 4-6	<input type="checkbox"/> Exemplary/excellent 7-9
<ul style="list-style-type: none"> ● Listens and provides a ministry of graceful presence with those in need of care; ● Distinguishes own needs/views from needs/views of others; ● Identifies major life events, sociocultural context(s) that influenced own understanding of pastoral care; ● Formulates how religious heritage influences practices of pastoral care; ● Displays comfort with action/reflection processes; ● Discloses vulnerabilities ● Implements/provides constructive feedback from/to others 	<ul style="list-style-type: none"> ● Employs ways of listening to lives/faith journeys of others which others describe as helpful; ● Earns trust from others; ● Recognizes relational, cultural, and systemic dynamics in groups; ● Distinguishes how theological heritage and faith deeply inform the practice of pastoral care; ● Examines one's own and others' pastoral care ministry; ● Discerns appropriate levels of disclosure. 	<ul style="list-style-type: none"> ● Establishes empathic imagination, presence; ● Describes and reflects upon ministry situations; ● Acquires trust as a skilled practitioner of pastoral care; ● Initiates both collegial and helping relationships within and across diverse populations; ● Integrates theological heritage/faith and the lived practices of ministry in a dynamic and reciprocal relationship; ● Offers & receives collegial encouragement & constructive feedback.

Comments:

4.5. Education

Insufficient basis for evaluation



<input type="checkbox"/> Beginning/developing 1-3	<input type="checkbox"/> Adequate/good 4-6	<input type="checkbox"/> Exemplary/excellent 7-9
<ul style="list-style-type: none"> ● Utilizes pedagogies from one's own experience; ● Describes a variety of learning styles and intelligences; ● Selects resources from religious, particularly denominational, publishers in a rudimentary gathering mode; ● Characterizes the influence of contextual factors on teaching and learning; ● Explains one's status and role as a teacher of the gospel 	<ul style="list-style-type: none"> ● Examines and utilizes a variety of pedagogies with significant skill; ● Instructs to a variety of learning styles and intelligences. ● Navigates human, textual, & internet networks & repositories to find needed resources [teachers, curriculum, materials, spaces, etc.]; ● Questions adequacy and authoritativeness; ● Modifies teaching to serve the needs of contextual factors; ● Embodies status and role of a teacher of the gospel in a variety of venues and occasions. 	<ul style="list-style-type: none"> ● Integrates a variety of pedagogical approaches creatively and effectively; ● Instructs to a variety of learning styles and intelligences skillfully and spontaneously; ● Navigates human, textual & internet networks & repositories to find, evaluate & use resources in teaching & learning about the gospel; ● Assesses and adjusts teaching & learning to serve complex & evolving contexts; ● Convinces all people to embody the status & role of a teacher of the gospel in a variety of venues & occasions.

Comments:

5. Cultural Context competency

Insufficient basis for evaluation

<input type="checkbox"/> Beginning/developing 1-3	<input type="checkbox"/> Adequate/good 4-6	<input type="checkbox"/> Exemplary/excellent 7-9
<ul style="list-style-type: none"> ● Examines a neighborhood; ● Builds local relationships; ● Empathizes with meanings and values of others ● Develops a pastoral/theological hermeneutic as a public theologian & leader thru use of resources Christian/Lutheran traditions; ● Creates, implements, and progresses plan to increase level of cultural competence. 	<ul style="list-style-type: none"> ● Analyzes & assesses social locations & cultural/religious contexts; ● Speaks theologically & pastorally about structural inequalities present in society; ● Recognizes & greets difference with understanding while persuasively presenting the Christian heritage in multi-religious contexts; ● Discusses and assesses progress on IDP 	<ul style="list-style-type: none"> ● Oversees gifts and resources of the people of God in the service of the common good. ● Articulates and models faithful embodiment of gospel in ways that are culturally sensitive and inclusive ● Internalizes, assesses, and reconstructs contemporary and broadly cultural-historical traditions.

Comments:

Describe the student's ability to balance the multiplicity of demands on time. (competency 4.3)

Please comment on your observation and this student's understanding of their growing pastoral identity.

How does this student work under supervision?

Do you have any concerns about this student's readiness for internship?

Share any areas of growth that should be focused on during the internship year and strengths to build on.

Date:

Signature of Pastor/Supervisor:

Student's Initials: