

# 2022 – 2023 Field Education Student Guide



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**Lancaster**  
THEOLOGICAL SEMINARY

# 2020 Field Education – Student Guide

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To access Field Education information on-line, go to [www.LancasterSeminary.edu](http://www.LancasterSeminary.edu).

# Field Education 2022/2023 Timeline

Spring 2022	Day	Weekend
Term Three <ul style="list-style-type: none"> <li>• Student will receive an electronic Field Education listing</li> <li>• Students will have two months to contact sites, request visits and confirm site</li> <li>• Commitment Forms are Due</li> </ul>	By the end of February           April 22	By the end of February           April 23
<p><b>Supervisor Training for all new Field Education Supervisors:</b>  <b><u>Wednesday, May 18, 2022, 9:00am-11:30am</u></b></p>		
Fall 2022	Day	Weekend
Term One <ul style="list-style-type: none"> <li>• Learning Covenant Due</li> <li>• End-of-Term One Feedback Document</li> </ul>	September 23           October 21	September 24           October 15
Spring 2023	Day	Weekend
Term Two <ul style="list-style-type: none"> <li>• Student Progress Report Due</li> </ul>	January 27	January 28
Term Three <ul style="list-style-type: none"> <li>• Lay Committee Final Evaluation</li> <li>• Supervisor Final Evaluation</li> <li>• Student Self-Evaluation</li> </ul>	April 21*	April 22*

\* People intending to graduate in May 2023 must submit Term 3 Evaluations by the following dates:

April 14 – Day Program

April 15 – Weekend Program

*(updated, March 19, 2022)*

## NEXT STEPS AND IMPORTANT INFORMATION

- 1) **For Church Sites:** You should visit the site during their regular worship time in order to get a better idea if that site is what you are looking for. You may call to speak with the pastor before visiting, letting them know you are interested and will be attending worship. If your time is limited you may request during that call a time to meet before worship or after with the Lead Minister. Be ready for them to say “no” since Sundays are a very busy time for all ministers, but try to ask any way.
- 2) Call the site to request a time to visit the site and become more acquainted with their services. If you cannot visit on a Sunday, another option would be to visit when there are other activities scheduled in the building. It is highly recommended that you have that interview at the site not at a coffee shop.
- 3) Always have plan A, B and even C in case one does not work. During the interview, be ready to share your possible learning goals orally (if you want to you can write them out and share a copy). This is similar to a work interview in which both you and the prospective employer are discerning if this is a good match. You do not have to make a decision right on the spot; it is recommended both parties wait before making the commitment.
- 4) A student minister may ask during the interview if other LTS students have been contacting them (not who contacted them). Get a feel if there are others competing for that site. Ask what they are looking for in a student minister; start the conversation with the description they sent to LTS. If there is no competition, you have more time; if there are others, you may want to express your desire to be considered, but keep on searching for option B & C.
- 5) **Stipend:** From The Field Education Guidelines: The field education experience is designed to take place for the Day MDiv student during their second and third year. For the Weekend MDiv student’s field education, placements are required during their third and fourth year. The students are expected to covenant with a congregation for an 8-month period. Masters of Divinity students are expected to do three terms composed of ten weeks each term. The church calendar will override the academic calendar and may exceed 30 weeks. In other words, during the academic year, a student could accumulate up to 288 hours of practical experience. For this amount of time, \$4,000 to \$4,500 would be a reasonable stipend of support for the seminarian for the academic year.
- 6) **Commitment Forms** can be found [here](#) (under Field Education Forms on our LTS website). This is the document you and the site will use to confirm you will be doing your Field Ed requirement at that site starting in August 2020. All Commitment Forms are due back to the Field Education office by May 1/2. Please make scheduling arrangements for next school year and be ready to offer 6-8 hours a week at your site. Students are reminded that they are expected to keep up with their seminarian studies while they are participating in Field Ed. All sites understand that student minister time is limited and will

agree ahead of time what their weekly schedule commitments are at the site. For your own sanity and well-being, stay with the scheduled day or Sunday commitment.

- 7) **CPE Centers:** There are seven CPE Centers where our LTS students have been doing their CPE requirement (in accordance to their Association, Conference or Judicatory requirements, not LTS). Please remember a CPE unit may be used to fulfill one of your Field Education requirements for your MDiv at LTS. Different than other Field Ed sites, you will need to first apply to be considered by filling out the ACPE application. Acceptance to these centers is totally independent from LTS, and each CPE Supervisor will use a set of distinct criteria to invite seminarians into their intern CPE program. If you want more information about CPE, set-up a time to talk with Rev. Dr. Melvin Baber (mbaber@lancasterseminary.edu or 717-290-8733). Students should connect directly with the CPE Center about their interest to get deadlines to apply. Some information is available at Rev. Dr. Baber's office or on the Field Education bulletin board located on the lower level of Lark (in front of Dr. O'Brien's office). Visit that CPE Center's website as well. All of these CPE Centers are happy to receive applicants from LTS.

CPE begins with a single unit. Each unit includes at least 400 hours (100 hours of peer group and supervised ministry, and 300 clinical hours of practical ministry). Centers offer various modalities, including: a 10–12-week summer program, one semester Fall or Spring (20-24 hours per week) programs, or extended unit two-semester programs (10-12 hours a week). With one unit of CPE, a candidate may apply for a full year residency program (3-4 consecutive units). CPE residencies are paid positions with benefits, but Lancaster Seminary recommends that seminarians apply for a residency after they have completed their MDiv given the high demands of required hours at the hospital (40-55 hours a week).

The Seminary will reimburse students their CPE tuition according to the guidelines in the Student Handbook. Students doing CPE must register for Field Education (1.5 credits) with the Registrar. Students must submit all final evaluations for the CPE experience and schedule a meeting with the Field Ed Coordinator to review and debrief the learning experience. The Field Ed Coordinator will complete and sign a Field Education/CPE Form. The student will take this form to the Registrar for a signature. The student is required to present a copy of this signed form and a copy of the receipt(s) to the Business Office when requesting a refund for the CPE unit.

One CPE unit can only fulfill one Field Education placement. Students will need to consider a church placement as a way to continue improving their pastoral care skills.

## IS SUMMER FIELD EDUCATION FOR ME?

Our Field Education Guidelines state that “students are eligible to negotiate a summer intensive term to complete one of their 1.5 field education credits. The other year must be done during an academic calendar year.”

### Pros of a summer intensive:

- You may have fewer class commitments that make your time more available for intern ministry.
- Several hospitals/institutions offer summer intensive CPE options.
- Some churches have interest in internships in youth and children ministry – camps, service projects, etc.

### Cons for a summer intensive:

- These placements require many intensive hours, in a short time frame, giving the student little break between semesters.
- In a congregational setting, many people, including supervisors, may be on vacation throughout the short, intense experience.
- Field Education Coordinator at LTS may be less available for consultation.

**As in any other field education placement, it will be important to consult with the field education coordinator to ensure that you are asking questions that will match your field of interest to a location where you can receive the practical experience that you need and deserve.**

### Procedure:

1. All summer placements (10-12 weeks; 200-240 hours) need to be approved by the FE Coordinator.
2. The **FE Commitment Form** must be signed by the end of Term III of school year.
3. The **Learning Covenant** must be completed no later than May 15 of intended summer placement.
4. Dates when **Evaluations (Mid-Term, Student Progress and Final)** are due will be set by the FE Coordinator on an individual basis.

8/22/18



FIELD EDUCATION COMMITMENT FORM

Lancaster THEOLOGICAL SEMINARY

Field Education 100

Field Education 200

Field Education 100W

Field Education 200W

Student Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Denominational Affiliation: \_\_\_\_\_

Judicatory Rep. & Title: \_\_\_\_\_

Student's Vocational Goal: \_\_\_\_\_

Are you endorsed by a judicatory to attend seminary?  Yes  No  Application Submitted

Site Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Website: \_\_\_\_\_

Supervisor's Name & Title: \_\_\_\_\_

Phone Number: E-mail: \_\_\_\_\_

Dates of Service: From: \_\_\_\_\_ To: \_\_\_\_\_

We, the student and supervisor named above, have agreed to enter into a teaching and learning covenant at the field site noted above. We understand that the student must begin the learning experience with the site no later than the first week of September. We also understand that the student must submit a completed, approved, and signed Learning Covenant to the Office of Field Education no later than the posted due date (typically in mid-September). For students working in a congregation, this includes the formation of a Lay Committee. We have read the FE Guidelines of Lancaster Theological Seminary and are aware of our responsibilities.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Student's Signature

N.B. This document is not a private document. Faculty members have access to all Field Education documents. For students who are in discernment, these documents will be shared with your judicatory representative. Field Education documents may also be reviewed by a judicatory in an application students submit to be considered a candidate for ministry.



# Field Education Learning Covenant Form

The student is responsible for returning this form to the Field Education Office by the published due date.

In creating your own ministerial learning goals for the field experience you are going to start by building upon the goals you identified as your formation goals. As well, we encourage you to develop three goals under the general area of ministerial goals. These goals could be directed toward increasing knowledge, developing a skill, or embracing a value. Having a variety of goals will enrich your Field Education learning experience. Remember these ministerial goals will guide your actions and they will shape your experience of doing ministry at the site with which you covenant.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Site: \_\_\_\_\_

Site Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_  
*The Supervisor and the Teaching Congregation must be in good standing with their judicatory.*



Lay Committee (if applicable)

Chairperson Name: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Lay Committee Member Name: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Lay Committee Member Name: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Lay Committee Member Name: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_



# Field Education Learning Goals

**Create SMART Goals:**

S= Specific / M= Measurable / A= Attainable / R= Realistic / T= Timely

**Please use active verbs, for example:** examine, illustrate, outline, analyze, propose, design, plan, construct/create, facilitate/perform, prepare/organize, generate, write, revise, select, argue, value, etc. (Bloom's Taxonomy Verbs listing, for more look-up the entire list on-line.)

**You may use the following three categories of goals:**

Skill: About learning how to DO

Knowledge: About learning, theory and concepts KNOWING

Identity: About finding your identity BEING

**Avoid these verbs:** know, understand, appreciate, think, believe, acquire, remember, feel, value, consider, be aware of, to learn, to be comfortable, to become familiar, etc.

**Please describe observable and measurable behaviors.**

**GOAL ONE:**

<b>WHAT</b> is the learning goal? (Use an active verb in a sentence.)	<b>WHY</b> did you create this goal? Identify the needs you are trying to address. (Congregation, personal development, vocation discernment?)	<b>HOW</b> will you achieve this goal? (Provide a concrete and specific plan of action.)	<b>EVALUATION</b> How will you give evidence of achieving this goal? (Measure/demonstrate you met your goal.)

# Field Education Learning Goals

## GOAL TWO

<b>WHAT</b> is the learning goal? (Use an active verb in a sentence.)	<b>WHY</b> did you create this goal? Identify the needs you are trying to address. (Congregation, personal development, vocation discernment?)	<b>HOW</b> will you achieve this goal? (Provide a concrete and specific plan of action.)	<b>EVALUATION</b> How will you give evidence of achieving this goal? (Measure/demonstrate you met your goal.)

## GOAL THREE

<b>WHAT</b>	<b>WHY</b>	<b>HOW</b>	<b>EVALUATION</b>

# Theological Reflection

## Self-Reflective Questions

1. What are you bringing to this ministerial experience? (For example, questions, challenges, gifts, talents, life experience/skill, and church life involvement).

2. How do you hope this field placement will assist you to be the minister you are called to become?

## STIPEND GUIDELINES

Since we do not consider the field placement as "employment", we hesitate to calculate a stipend range based on an hourly rate. At the same time, by doing so it offers a formula that might be helpful in working with institutional or congregational committees that might ultimately make decisions regarding finances.

The field education experience is designed to take place for the Day MDiv student during their second and third year. For the Weekend MDiv student's field education, placements are required during their third and fourth year. The students are expected to covenant with a congregation for an 8-month period. Masters of Divinity students are expected to do three terms composed of ten weeks each term. The church calendar will override the academic calendar and may exceed 30 weeks. In other words, during the academic year, a student could accumulate up to 288 hours of practical experience. For this amount of time, \$4,000 to \$4,500 would be a reasonable stipend of support for the seminarian for the academic year.

The seminary prefers that congregations compensate students directly. In this case, the congregation must provide the appropriate IRS income form to the student for tax filing purposes. Students are then responsible to file their own taxes.

Congregations may send the stipend directly to the seminary to go toward a balance on the student's seminary account. In this case, the congregation does not need to provide the student with an IRS income form. However, students should contact their tax consultant concerning any IRS regulations regarding this as reportable income.

Compensation should also be given for mileage related to Field Education work, not including, however, travel to and from site. For example, if a student is working at the church and asked to visit members of the congregation at their home or in a hospital, mileage for these visits should be compensated at the current IRS rate.

## STIPEND AGREEMENT

Stipend offered and disbursed as follows:

Total Amount of Stipend	Disbursement Method (I.e. credited to Seminary Account or Issued directly to student)	Disbursement to be issued (Weekly, monthly, lump sum)
--OR--  ____ Unable to offer Stipend		

<b>Signature of Site Supervisor</b>	<b>Signature of Student</b>
<b>Date Signed</b>	<b>Date Signed</b>

## **SIGNATURE PAGE**

**The student is responsible for obtaining all signatures before submitting this form to the Field Education Office for final signature. Please be mindful of published due dates and give all parties adequate time to review and sign form.**

### **STUDENT SIGNATURE**

I agree to the conditions expressed in the Field Education Guidelines Document; I have negotiated this learning covenant with my supervisor, and advisor; I have clearly interpreted my expectations for support and feedback from each of them; and I agree to meet my commitments to them and to the Seminary.

Signature: \_\_\_\_\_ Date signed: \_\_\_\_\_

### **SITE SUPERVISOR SIGNATURE**

I agree to the conditions expressed in the Field Education Guidelines Document; I have studied, understand, and agree to this learning covenant, its goals and learning objectives, and to my responsibilities as supervisor. This includes responding to invitations of the Seminary to participate in the possibility of an appropriate orientation and training sessions and providing feedback to the student in meeting stated learning goals and objectives.

Signature of Site Supervisor: \_\_\_\_\_ Date signed: \_\_\_\_\_

### **LAY COMMITTEE CHAIRPERSON**

I agree to the conditions expressed in the Field Education Guidelines Document; I and other members of the Lay Committee have studied, understand, and agree to this learning covenant, its goals and learning objectives, and to our responsibilities as the student's support and evaluation team. This includes responding to invitations of the Seminary to participate in the possibility of an appropriate orientation and training sessions and providing feedback to the student in meeting stated learning goals and objectives.

Signature of Chair: \_\_\_\_\_ Date signed: \_\_\_\_\_

### **FACULTY ADVISOR**

I agree to the conditions expressed in the Field Education Guidelines Document; I have studied, understand, and approve this learning covenant for the Field Education Office (during the period of time covered by this agreement) of this student.

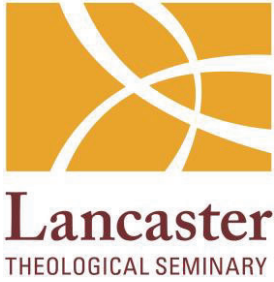
Signature of Faculty Advisor: \_\_\_\_\_ Date signed: \_\_\_\_\_

\*\*\*\*\*

### **FIELD EDUCATION OFFICE**

I agree to the conditions expressed in the Field Education Guidelines Document; I have studied, understand, and approve this learning covenant for the Field Education Office (during the period of time covered by this agreement) of this student.

Signature of Field Education Office: \_\_\_\_\_ Date Signed: \_\_\_\_\_



**MID-TERM FEEDBACK FORM – END OF TERM I  
BY THE SUPERVISOR**

Field Education 100

Field Education 200

Field Education 100W

Field Education 200W

Thank you for your willingness to assist in the theological education of a student at Lancaster Theological Seminary. Please review and discuss a copy of this form with the student PRIOR to signing and sending it to the seminary. ***The Student is responsible for returning this form to the Field Education Office by the published due date.***

**Student Name:** \_\_\_\_\_ **Today's Date** \_\_\_\_\_

**Teaching Church or Institution:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**EVALUATION PERIOD**

From:  to:

During this time, I have observed this student in ministry roles about  times and have met with this student for the purpose of giving them an evaluation  times.

**RE-VISITING THE LEARNING COVENANT:**

The learning goals serve as a road map tracing the development of the student according to areas of growth initially identified both by the students and the supervisor.

**1. How is the student achieving his/her goals, understanding that the student is still working on them?**

**2. Mention concrete experiences that serve as indicators of the student's progress:**

**3. Words of affirmation: What talents and/or gifts has the student demonstrated in this ministerial experience?**

**4. Words of encouragement: What are the areas recommended for improvement? And why?**

**5. New areas of work: Based on the recommendations, outline a plan of action for next term (Note any necessary adjustments or revisions of the learning goals).**

**We have reviewed and discussed these comments together.**

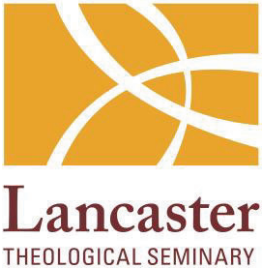
Signature of Supervisor

Date signed

Print name of Supervisor

Signature of Student

Date signed



STUDENT PROGRESS REVIEW
By The Supervisor
End of Term II

Field Education 100

Field Education 200

Field Education 100W

Field Education 200W

Name of Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Student name: \_\_\_\_\_

PART I - Ministerial Competencies

A. Identity Formation: BEING

1. Articulation of Personal Theological Understandings

Radio buttons for: completely, substantially, partly, not at all, N/A

Comments:

Empty text box for comments

2. Identify how life experience and cultural context influence their pastoral identity

Radio buttons for: completely, substantially, partly, not at all, N/A

Comments:

Empty text box for comments

3. Receiving feedback for improvement

Radio buttons for: completely, substantially, partly, not at all, N/A

Comments:

Empty text box for comments

B. Interpersonal relationships: DOING

4. Appropriate expressions of feelings (anger, disappointment, frustration, joy, etc.)

Radio buttons for: completely, substantially, partly, not at all, N/A

Comments:

Empty text box for comments

5. Ability to read group dynamics/congregation

Radio buttons for: completely, substantially, partly, not at all, N/A

Comments:

Empty text box for comments



**6. Integrate concept learned into pastoral practical ways**

completely     substantially     partly     not at all     N/A

**Comments:**

**7. Intercultural competencies in helping relationships**

completely     substantially     partly     not at all     N/A

**Comments:**

**C. Theological Reflection: KNOWING**

**8. Self-awareness as they reflect about their belief and that of others**

completely     substantially     partly     not at all     N/A

**Comments:**

**9. Using the location of field education to achieve learning goals/contextual education**

completely     substantially     partly     not at all     N/A

**Comments:**

**10. Ability to name strength and weakness as engaging at the field education placement**

completely     substantially     partly     not at all     N/A

**Comments:**

**Part II – Ministerial Performance**

<b>Accountability/Responsibility</b>	Rate 1-5, 5 being the highest rating, or note N/A
Fulfills responsibilities at the site	
Ability to assume control of responsibility	
Honors confidentiality	
Responsibility shown for turning in required documents	
Understands and recognizes cultural differences	

<b>Teaching/Leadership</b>	Rate 1-5, 5 being the highest rating, or note N/A
Ability to motivate and inspire others	
Teaching materials or liturgy development preparation	
Use of exegetical skills/theological integration	
Confidence: presence and claiming authority as teacher/preacher	
Relates content to the audience context	

<b>Pastoral Care/Interpersonal Relationships</b>	Rate 1-5, 5 being the highest rating, or note N/A
Responding with empathy and resourcefulness	
Keeps appreciate boundaries	
Ability to meet people where they are	
Use of active listening skills	
Appropriate initiatives in responding to pastoral needs of persons	

<b>Communication Skills</b>	Rate 1-5, 5 being the highest rating, or note N/A
Proper use of diction and language skills	
Age appropriate in adopting the message	
Written communication skills	
Understands the different styles of communication depending on constituencies	
Communication is timely	

<b>Initiative Taking</b>	Rate 1-5, 5 being the highest rating, or note N/A
Initiative taken in reaching out to others	
Time management skills	
Receptive to feedback	
Willing to ask for help when needed	
Assist on Team work	

\_\_\_\_\_  
Signature of Field Education Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student Minister

\_\_\_\_\_  
Date

*Lancaster Theological Seminary, 555 W. James Street, Lancaster, PA 17603  
Phone:717.290.8757*

*The Student is responsible for returning this form to The Field Education Office by the published due date.*

FIELD EDUCATION 100

FIELD EDUCATION 200

FIELD EDUCATION 100W

FIELD EDUCATION 200W

Thank you for your willingness to assist in the theological education of a student at Lancaster Theological Seminary. Please evaluate the student to the extent to which they have met their learning covenant goals. Please complete all parts of the form at the end of the student's learning covenant period. Please review and discuss this form with the student PRIOR to signing and sending it to the seminary.

**Student Name:** \_\_\_\_\_ **Today's Date:** \_\_\_\_\_

**Teaching Church or Institution:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**EVALUATION PERIOD**

From:  to:

During this time, I have observed this student in ministry roles about  times and have met with this student for the purpose of giving them an evaluation  times.

**1. Describe the dynamics and effectiveness of the supervisory relationship:**

**2. Describe the student in terms of ministerial identity, sense of call, spiritual growth and personal maturity:**

**3. In what ways did the student meet the goals stated in the learning covenant? Give examples to illustrate assessment:**

**4. Describe the student's ability to reflect theologically on pastoral issues:**

**5. Identify the strengths that the student has shown in this ministry:**

**6. Identify growing edges for the student to work on:**

**7. Final recommendation for the student (please select either A OR B, according to the nature of the site):**

**A. Congregational Settings**

Fully recommend this person for congregational ministry and offer these reasons:

Partially recommend this person for congregational ministry and offer the following suggestions:

Do not recommend this person for congregational ministry and for this/these reason(s):

**OR**

**B. Non-congregational Settings**

Fully recommend this person for this ministry (non-congregational) and offer these reasons:

Partially recommend this person for this ministry (non-congregational) and offer the following suggestions:

Do not recommend this person for his/her ministry (non-congregational) and for these reason(s):

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date signed



Field Education 100

Field Education 200

Field Education 100W

Field Education 200W

Thank you for your willingness to assist in the theological education of a student at Lancaster Theological Seminary. Lancaster Theological Seminary values the insights that the lay committee members offer to assist in the ministerial formation of our students. We recognize that the perspective from which you observe a student in ministry is valuable and your comments are very important to us as a teaching institution. Please evaluate the student to the extent to which they have met their learning goals. Please complete both sides of the form at the end of the student's learning covenant period. Please review and discuss this form with the student PRIOR to signing and sending it to the seminary.

**The Student is responsible for returning this form to the Field Education Office by the end of the placement.**

**Student Name:** \_\_\_\_\_ **Today's Date** \_\_\_\_\_

**Lay Committee Chair:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**EVALUATION PERIOD**

From: \_\_\_\_\_ to: \_\_\_\_\_  
During this time, I have observed this student in ministry roles about \_\_\_\_\_ times and have met with this student for the purpose of giving them an evaluation \_\_\_\_\_ times.

**1. In what ways was the lay committee effective in giving regular feedback to the student in her/his activities? How can the functioning of the committee be improved?**

\_\_\_\_\_

**2. How did you observe the student accomplishing the learning goals crafted in the beginning of the field placement?**

\_\_\_\_\_

**3. Have you witnessed the seminarian interacting with members of the congregation? If so, how would you describe the student's interactions?**

**4. What strengths have you seen in the student during their time serving the congregation?**

**5. What particular areas does the student need to address? What do you recommend in order to improve in that area?**

**6. In what ways do you believe this student is qualified at this point to become a congregational minister?**

**We have reviewed and discussed these comments together.**

\_\_\_\_\_  
Signature of Lay Committee Chair Date Signed

\_\_\_\_\_  
Signature of Student Date Signed

*Lancaster Theological Seminary, 555 W. James Street, Lancaster, PA 17603  
Phone: 717.290.8757*



**Lancaster**  
THEOLOGICAL SEMINARY

**SELF, SUPERVISOR AND PLACEMENT EVALUATION FORM  
END OF TERM III**

*Students are responsible for returning this form to The Field Education Office  
by the published due date.*

**Student Name:** \_\_\_\_\_ **MS Course Level:** \_\_\_\_\_ **D/W:** \_\_\_\_\_  
**Site Name:** \_\_\_\_\_ **Supervisor Name:** \_\_\_\_\_ **Supervisor**  
**Supervisor Email:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**SECTION ONE: Evaluation of Yourself**

Concentrate on what you have learned through this experience of field education.

1. Review the goals in your Learning Covenant. What have you learned about your leadership skills and pastoral identity?

2. What unforeseeable challenges did you meet in this placement? How did you manage them?

3. How have your goals and this placement helped you in your ministerial vocation?

4. How would you describe your performance at this site?



SECTION TWO: Evaluation of the Supervisor

Rank first 4 questions from 1-5, 1 being the lowest number and 5 the highest.

1. \_\_\_\_ The Supervisor was helpful in meeting my learning goals?
2. \_\_\_\_ The Supervisor offered clear concepts when I asked key questions in my vocational discernment stage.
3. \_\_\_\_ The time meeting with the Supervisor was educational and formative for me.
4. \_\_\_\_ The Supervisor was a mentoring figure during my field education experience?
5. How was your supervisory session time used? Mention a highlight of the time together and suggesting for improvement for the next time the Supervisor will be guiding a new student minister.

6. In what ways was your supervisor helpful to you in finding your own voice and leadership style?

7. Offer concrete examples on how was the Supervisor supportive in your learning process in obtaining your learning goals?

### **SECTION THREE: Evaluation of the Field Education Placement**

Rating scale from 1-5, 1 being the lowest number and 5 the highest. (N/A when not applied)

\_\_\_\_\_ This placement provided a structure for me to learn.

\_\_\_\_\_ This placement helped me to develop further my calling.

\_\_\_\_\_ This placement offered opportunities to learn new ways of serving others.

\_\_\_\_\_ This placement was a place where I was encouraged to explore other ways of assessing people's needs and how to attend to them.

\_\_\_\_\_ The people at this placement encourage creativity --thinking out of the box.

\_\_\_\_\_ The people at this placement helped me to develop better communication skills.

\_\_\_\_\_ The people at this placement helped me to develop my interpersonal skills.

\_\_\_\_\_ The placement provided me the chance to integrate theological concepts with the needs of the people served.

\_\_\_\_\_ This placement and the people were a great asset to my identity and leadership formation.

\_\_\_\_\_ This placement provided range of opportunities for me to learn as I was serving in that community.

### **SECTION FOUR: General Questions**

1. To what extent did the placement provide adequate opportunities to accomplish your learning covenant? If so describe those ways.

2. How did clerics and staff help you feel welcome as a "student minister"? Comments on the structure and congregational mentality.

3. How was the physical space conducive to learning?

4. In which ways was this placement a "safe place" given your gender, handicap/limitations and/or ethnicity?

5. To what extent did this field placement allow critical thinking and reflection?

6. Describe how this assignment offered you a sacred space for worship/meditation/contemplative reflection?

7. Should Lancaster Theological Seminary continue to offer this placement? If so, why? If not, why not?

We have reviewed and discussed together the contents of this evaluation.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Creating SMART Goal-Setting Model (Arina Nikitina)

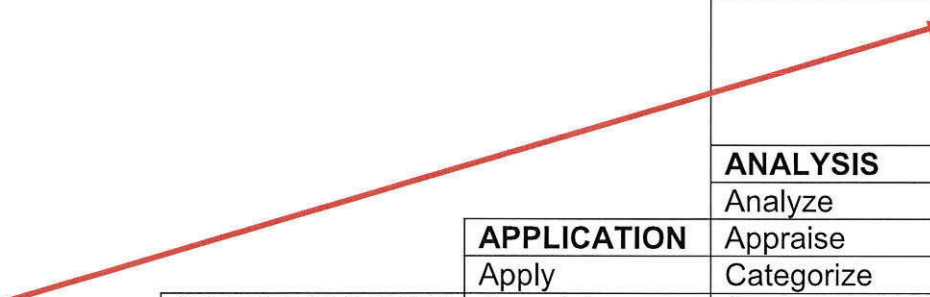
S= Specific M= Measurable A= Attainable R= Realistic T= Timely

- a) Be **specific** and clearly state what are you seeking to learn. A specific clear statement: to gain experience visiting home-bound people and people in the hospital. A non specific: to become a more effective educator, (too general; you need to name skills needed.) A good specific goal should be able to describe situations in a linear and factual fashion.
- b) **Measurable** in the timeframe of the field education placement. Arina Nikitina defines it as: "If you can't measure it, you can't manage it." Select a goal you can see the progress, "see the change occur." A non measurable goal: to learn how to bring social justice issues to the forefront of a congregation to impassion them to seek missions and ministries that help them become the true church that loves one's neighbors. [This is a wonderful ambitious goal, passionately stated but not achievable in only nine months.] Good Goal: To become familiar with the liturgical traditions of the UCC Church.
- c) **Attainable** means the goal can be reached by you and your efforts at working at it. You can see it happen and that will motivate you to continue striving for that goal. Non-attainable goal: To learn how to establish international partnerships and the pastor's role in these endeavors. Attainable goal: To develop a mission statement that will up hold all the projects the church is currently involve with. Assist the church leaders to answer these two questions: Why are we involved in these project? What is the overall purpose?
- d) **Realistic**: Nikitina reminds us, "it does not mean this is not a synonym for "easy." "Set the bar high enough for a satisfying achievement!" Non Realistic: To incorporate new ministries in the life of the congregation. Realistic Goal: To successfully execute a worship service utilizing Power Point technology paired with background music.
- e) **Timely**: Without a time limit, there's no urgency to start taking action now. "Time must be measurable, attainable and realistic." Students need to ask their supervisors, "Is this the right time for this congregation to revise their "confirmation curriculum" or the "partnership program the church has with the local community center?" Good learning goal: To gain understanding and experience with what it means to offer a Radical Welcoming Ministry.

## Bloom's Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning.

Verbs that demonstrate Critical Thinking



					<b>EVALUATION</b>
					Appraise
					<b>SYNTHESIS</b>
					Argue
					Assess
					<b>ANALYSIS</b>
					Assemble
					Choose
					Compare
					Conclude
					<b>APPLICATION</b>
					Estimate
					Evaluate
					Interpret
					<b>COMPREHENSION</b>
					Judge
					Justify
					Measure
					Rate
					Revise
					Score
					Select
					Support
					Value
<b>KNOWLEDGE</b>					
List	Describe	Demonstrate	Debate	Create	
Name	Discuss	Dramatize	Diagram	Design	
Recall	Explain	Employ	Differentiate	Devise	
Record	Express	Illustrate	Distinguish	Formulate	
Relate	Identify	Interpret	Examine	Manage	
Repeat	Recognize	Operate	Experiment	Organize	
State	Restate	Practice	Inspect	Plan	
Tell	Tell	Schedule	Inventory	Prepare	
Underline	Translate	Sketch	Question	Propose	
		Use	Test	Setup	

## Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example(s)</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorize</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorize</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganize</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Set up</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Attach</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul>



# Verbs to Use in Writing Field Education Learning Goals

When you are writing IEP goals, choose a verb that express an action- verbs that state how students demonstrate what they will know or be able to do, or what attitudes or habits of mind they will have learned. The chosen verb should refer to a skill sequence, and describe observable and measurable behaviors.

**Avoid these verbs:** know, understand, appreciate, think, believe, acquire, remember, feel, value, consider, be aware of, to learn, to be comfortable, to become familiar, etc.

Below are some verb suggestions in different educational domains to consider that will help you in choosing an appropriate verb for a measurable goal. These lists come from a material called "Smart IEPs" and can be found at: [www.fetaweb.com](http://www.fetaweb.com).

## Verbal/Linguistic Verbs

Adapt	Discuss	Give in own words	Prescribe	Retell
Address	Display	Indicate	Present	Reword
Amend	Distinguish	Inform	Pretend	Rewrite
Answer	Draft	Interview	Produce	Revise
Argue	Elaborate	Introduce	Publish	Specify
Articulate	Embellish	Invent	Question	State
Associate	Enrich	Justify	Quote	Suggest
Compose	Enunciate	Label	Read	Summarize
Convert	Expand	List	Recall	Synthesize
Convince	Explain	Listen	Recite	Teach
Create	Express in	Make up	Recognize	Tell
Critique	other terms	Memorize	Redirect	Translate
Debate	Extend	Modify	Relate	Transmit
Defend	Form	Name	Repeat	Use
Define	Generalize	Paraphrase	Report	Write
Demonstrate	Generate	Point out	Restate	
Describe	Give examples	Predict	Respond	
Devise				

## **Interpersonal (with others) Verbs**

Advise	Design	Identify	Perceive	Seek
Articulate	Discuss	Illustrate	Plan	Share
Assign	Display	Improve	Play	Show
Coach	Educate	Interpret	Practice	Solve
Communicate	Empathize	Interview	Present	Spell out
an opinion	Encounter	Instruct	Project	Teach
Compose	Evaluate	Justify	Receive	Train
Contribute	Experience	Listen	feedback	Translate
Create	Explain	Motivate	Record	Write
Demonstrate	Give feedback	Organize	Relate	
			Role play	

## **Intrapersonal (with themselves) Verbs**

Access	Concentrate	Explore	Prepare	Share
Advocate	Conclude	Focus	Propose	Show
Amend	Contribute	Illustrate	Rank	Suggest
Analyze	Create	Imagine	Rate	Support
Apply	Critique	Interpolate	Recognize	Tell
Appraise	Decide	Interpret	Recount	Track
Assess	Defend	Judge	Redraw	Use
Assimilate	Demonstrate	List	Reflect	Validate
Award	Describe	Make	Report	Write
Choose	Determine	Narrate	Review	
Communicate	Discriminate	Plan	Revise	
an idea	Draw	Point out	Rewrite	
Compare/ Contrast	Evaluate	Position	Select	
	Explain	Practice	Self-reflect	



## Examples of Good Learning Goals:

**What?** To be able to describe situations in a linear and factual fashion.

**Why?** I think and tell stories associatively. I need to rely less on poetry and more on facts for information to be communicated clearly.

**How?** Feedback from peers and instructors on Progress notes and spiritual progress notes.

**Evaluation?** Notes are clear and concise and easily understood by others.

**What?** In my listening to people, to become more adept at identifying and responding to personal/spiritual issues that are of concern for them.

**Why?** Because I want to be more effective in my pastoral accompaniment of others. Be attentive to differentiating my issues from the other persons.

**How?** Write my reflections on two verbatims with focus on this. Note the feedback of my peers on the verbatim concerning the issue that the person seems to be expressing and possible response. Use a pastoral care theory to explore the person's concerns.

**Evaluation?** Observe if my attention to others personal/spiritual concerns is more habitual. Gather a list of 5 helpful/appropriate ways to begin a response. Be able to identify two of my own issues that I have difficulty differentiating.

**What?** To learn how the responsibility of a pastor relates to the responsibility of a leadership team.

**Why?** To help me in the future to develop a leadership team and to get an understanding of the structure of leadership teams in the UM denomination.

**How?** Talk with members of my lay committee to get their understanding of the leadership team and how it relates to the pastor. Review the denomination ministerial guidelines as how it describes the role of lay leaders and compare these two impressions.

**Evaluate?** Share my comparison review with my lay committee and supervisor. In my supervisory time, present a plan how I will initiate a leadership team in the future when pastoring a congregation that may not have one in place.

**What?** To gain experience and confidence as worship leader/preacher.

**Why?** Because I lack experience in preaching and worship leading, two areas that are essential for my growth in ministry.

**How?** Co-plan and participate in the Vespers with supervising pastor; write liturgy as a member of the Worship Planning Team; Plan and perform entire worship service for Vespers, Sunday service and one special service; Preach once first semester and twice the second semester.

**Evaluation?** Utilize my Lay Committee for reflective learning process including use of an evaluation tool. Work ahead of time with my manuscript sermon for my supervising pastor to review and review during supervisor time.

## **Pre-Placement Considerations for Field Education Sites**

### **A) Receptive Structure:**

1. A receptive organizational structure is friendly and welcoming. Supervisors are asked to develop a special ritual of welcoming/commissioning for the seminarian (see, for example, commissioning ritual in the UCC Book of Worship). Supervisors not only show a warm welcome, but also support students in this formative experience. This is a public recognition of their role in that organization.
2. The organization should prepare for the seminarian and understand that the seminarian is there to practice and learn. The organization should provide room for growth and mistakes and give support throughout the year, allowing the student to be a student and not placing him/her in the position of doing the supervisor's work or functioning without any support.
3. Issues such as physical accommodations are important because "it will be a long year if the student has to work from a table in the room where staff eats lunch and the bulletins are assembled."
4. If there is a Lay Committee, members should be selected and confirmed before the student arrives.
5. The student should expect and deserves a Supervisor who is straightforward and direct in letting the student know her/his gifts and weaknesses in ministry.

### **B) Regularly Planned Supervisory Sessions and Lay Committee Meetings:**

1. Supervisory Sessions: The Supervisor should meet with the student for in depth conversations about twice a month. The typical one-on-one supervisory session with the seminarian should last one hour. The session offers the Field Education Supervisor the opportunity to discuss with the student the formative impact of the experience on his or her life and ministry. The session also serves as a means of clarifying issues that arise.
2. Lay Committee Meetings: If there is a Lay Committee, it should meet with the student every time she/he preaches, or at least once a semester for review and guidance. The supervisor should not sit in on the Lay Committee meetings.
3. Time and space are important considerations when setting up these. Meetings should happen in a space that is free from distractions. There should be clear agendas for meetings. It helps to set these meetings up at the very beginning of the placement.
4. The student should discuss meeting aims with the Supervisor (and Lay Committee) at the beginning of the year. The agenda belongs to the student (to discuss visits, learning goals, and areas for growth), but in the beginning the Supervisor can guide this dialogue, coaching the student to articulate her/his wants/needs in the meetings. We encourage the Supervisor in the beginning to take the lead; eventually, the student will be able to be proactive and use that time for theological reflection, not just planning.

### **C) Functions and Implications of the Learning Covenant (from *The Art of Braiding Hair*/Trenzar):**

1. The student should share a draft of her/his Learning Goals with the Supervisor. The Supervisor should assist the student by offering practical ideas specific to that church to help craft mutually beneficial goals. There should be agreement on implementing these goals before the student composes the final version of the Learning Covenant. Both the Supervisor (and the Chairperson of the Lay Committee) should give their signature for submission to LTS.
2. The creation of the Learning Goals is a key task, yet seminarians may shortchange themselves or produce hard-to-measure goals. This will result in a required revision by the student when the goals are reviewed by the Coordinator of Field Education.

**D) Special needs of the student / Instructions for the student:**

1. Before starting a placement, students should write down what they expect from a field education site and share those thoughts with the supervisor (and lay committee) to make sure all are on the same page. Expectations from the supervisor, lay committee, and congregation should be communicated in writing.
2. If the student believes she/he needs some particular support, she/he should ask for it. One important aspect is scheduling. If the student only has one day per week available, discuss that at the beginning. If she/he is only available on the pastor's day off, how successful will that placement be? If the student wants to shadow the pastor before doing particular things, she/he should express that and make it a part of the covenant. Students should not do things without having first observed, regardless of whether she/he thinks she/he knows how to do it. Every church or field ed site is different. Be sure prior knowledge transfers. Do not let the supervisor assume prior knowledge is sufficient. Students should ask for what she/he needs. Remember: this is the student's education and all should prioritize accordingly.

**E) Other info for Supervisors:**

1. Motivate the student to keep a record of everything done using a log book, journal, etc. They can share it with you or just keep it for their personal growth.
2. Please understand how important it is to get evaluations in on time. It greatly disrespects the student not to meet the deadline. Also, these reviews are supposed to be done in consultation with the student: please make sure to consult with the student when filling out the forms.

## Critical Incident Home Visit or Hospital Visit

Name:

Date of the Visit:

Location:

1. Who and where?
  - a. Who is did you visit and why? (Protect the identity of the person)
  - b. Background of the event and relationships of this home visit or hospital visit.
  - c. What was the physical and emotional setting in which this took place?
  
2. What happened?

Narrative of the visit as you experience and perceived it?
  
3. What made this visit so critical for you?
  
4. Pastoral Assessment of the incident:
  - a. Psychological issues:
  - b. Sociological issues:
  - c. Theological theme present and Spiritual conditions:
  
5. What did you learn about yourself in this Visit? At that time?
  
6. What would you do different in using what you know now?

# The 10 Commandments of a Student Minister

## Field Education learning sites

*LTS students are in a three-way learning covenant partnership: seminary, supervisor/site and student all are contributing in a creative way to make ministerial formation happen. In this journey it is essential for each piece to work together so that the student may accomplish his or her learning goals and provide service to the church/community agency with whom he or she partners. Contextual Education is what field education is all about. It is a rich time to integrate theory and practice.*

- 1) You shall be present and engage with your site every week; schedule time to have supervisor meetings for an hour every two weeks (weekly in the first couple of weeks).
- 2) Remember you are the student-minister, therefore be teachable and open for new challenges. Share personal experiences; be in touch with feelings and emerging thoughts.
- 3) You shall worship your God together: pray, read scripture, silence.
- 4) Develop trust and nurture a relationship of accountability as you learn about yourself; explore the calling to serve with your supervisor and lay committee.
- 5) You shall work together on the Learning Covenant from the early stages of your meetings and continue to call upon these goals. They will be your road map.
- 6) In order to track your learning progress, you should accumulate in your portfolio teachings/sermons, presentations, written observation given to you, comments from the lay committee and all mid-term feedback and evaluations.
- 7) Constantly examine where you are and what are the outcomes you need to demonstrate; readjustments of the goals are done if necessary.
- 8) You shall keep the practice of theological reflection in front of you, asking necessary questions about your faith journey, integrating theological concepts to deal with issues, identifying and discussing theological dimensions of incidents occurring on the site.
- 9) In a humble way leave your “hand-print” on the site. Contribute in the ministry of the site you are serving as you explore the dimensions of the Calling and your ministerial identity.
- 10) Field Education is student-led, be therefore empowered to control the outcomes of your learning goals. Remember you selected the site, the supervisor and developed your learning goals with input from your site. Make it work for the glory of God.