



CLAREMONT
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Field Education
Supervisor Handbook

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Supervisor Handbook
Claremont School of Theology Field Education Program
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Supervisor Handbook

Field Education Program

Claremont School of Theology

Introduction

Thank you so much for your willingness to supervise a Claremont School of Theology student intern! Field education internships require partnership between the community and the school, with the shared goal of preparing people well for ministry service and leadership. The school sends interns out expecting that they will make real contribution to service and ministry. At the same time, we know that guiding a person in such a learning process takes time and commitment on your part. We value your partnership highly – this program would in no way be possible without you.

A supervised ministry experience is an essential part of preparation for ministry and religious leadership. Two semesters of field education internship are required for students in the Master of Divinity program. For students in the Master of Arts in Ministry, Leadership, and Service program one semester is required. Supervised ministry internships provide contexts for students to connect their classroom learning with the lived work of ministry. Through the field education process student interns deepen their capacity for theological reflection on their experiences. They develop knowledge and skill for ministry, grow in the attitudes and values need for service and leadership, and clarify their own vocational directions.

Internships are arranged individually, matching ministry settings with student interests and capacities. Supervisors and students work out a job description for the internship based on the needs in the setting and the opportunities for students to serve these needs and to learn through this service. Since this is a graduate-level program, responsibilities must be appropriate to this level of education.

During the semester(s) that students are placed in an internship they also participate in a weekly seminar, either on campus or with a combination of on-campus and online sessions. The seminar includes some reading and writing assignments, but the primary “textbooks” are the students’ internship experiences. The seminar process is intended to foster self-awareness, relational and contextual competence, and depth of theological reflection. The model is reflective practice: regularly observing and thinking about one’s work and experience in order to learn from successes and mistakes.

Seminar instructors are experienced pastors who are skilled at facilitating group conversation. Students receive academic credit for the combination of the internship and seminar experience. The seminar instructors are the ones who grant credit, based on the supervisor’s assessments as well as students’ participation in class.

Although most field education internships are in congregational settings, the handbooks and seminar processes are developed with a view to other contexts as well. Please feel free to adapt as needed.

Handbooks for the committees and the interns are also available to you on the school's website (under Academics at www.cst.edu). Reading these will give you a more complete picture of the roles and responsibilities of the partners in the field education program. Feel free to contact the field education director at Claremont School of Theology with any questions, concerns, or problems that may arise.

The Supervisor's Role and Responsibilities

The supervisor in the ministry site is key to the whole field education process. Below is a summary of the supervisor's responsibilities. Most are explained more fully later in the handbook.

1. Participate in an online **orientation** session in late August or early September.
2. If appropriate and useful in your setting, set up a **teaching placement committee** to support the intern and provide guidance (see p. 5 for more information).
3. Work with the intern to develop a **mutually agreed-upon role**, involving 8-10 hours per week. The intern's work should provide broad exposure to the various dimensions of ministry plus more focused responsibilities and/or projects.
4. Guide the student in writing a **learning/serving agreement**, with the intern's responsibilities and intended outcomes for the internship (see p. 8).
5. Early in the year or semester, provide **hospitality and orientation** for the intern. Interpret the intern's role and responsibilities to the congregation.
6. Meet weekly for **reflection and consultation** with the intern (see page 9).
7. Provide a **written assessment** at the end of each semester (see page 12).

Dates and Responsibilities – for a 2-semester internship

August

- Participate in the online field education orientation.
- Recruit committee members, if appropriate.

September

- Work with the student on his/her learning/serving agreement.
- Provide hospitality and orientation to the student and the congregation.

October

- The seminar instructor will check in with you by phone or email, to ask you how things are going and address any concerns you might have.

November

- An online workshop on supervision will be scheduled for early November. The date will be provided in August.

December

- Written assessments of the intern are due in mid-December. Please talk to your intern about this before you send it in – the purpose is the student’s growth and learning. Students also write self-assessments which include reflection on their supervisors’ feedback.

January

- Interns should have a 2-week break sometime in late December or early January. Specific dates are flexible depending on the situation and needs.
- Interns are asked to update their Learning/Serving Agreements at the beginning of the spring semester (late January).

March

- The seminar instructor will check in with you by phone or email.

April/May

- Written assessments are due in early May. Again this semester, please discuss your assessment with your student. Students will write a final self- assessment, including their reflections on your feedback.

Dates and Responsibilities – for a spring semester-only internship

January

- Participate in the online orientation.
- Work with the student on his/her Learning/Serving Agreement.
- Provide hospitality and orientation to the student and the congregation

March

- The seminar instructor will check in with you by phone or email, to ask you how things are going and address any concerns you might have.
- Additional resources and on supervision will be provided.

May

- Written assessments of the intern are due in early May. Please talk to your intern about this before you send it in – the purpose is the student’s growth and learning. Students also write self-assessments that include reflection on their supervisors’ feedback.
- Work with others to offer a closure and farewell process for the intern. In a congregation this could be a liturgy; in every setting some sort of goodbye is important.

The Teaching Placement Committee

The committee is a highly recommended but not required component of the internship process. In many settings it is helpful to establish a group of 3 to 6 people whose purpose is to guide, support, and encourage the student intern. Through modeling, the committee can also help a congregation/organization develop an identity as a teaching site with an important role in the

education and formation of a seminary student. And the group can assist the intern in identifying and understanding the qualities of effective service and ministry in your particular context.

The supervisor is responsible for setting up such a committee, which should be recruited during the summer and be ready to begin in September. The school's expectation is that the committee will meet monthly with the intern to give guidance, support, and feedback. The committee also participates in the assessment process, writing a report and discussing it with the intern at the end of each semester.

In seeking members for the teaching placement committee, look for people who:

- Are faithful and constructive participants in the in the church or organization.
- Have the time and interest to attend meetings and participate fully in the process.
- As a group are diverse in age, race, gender, background, and involved in the life of the congregation/organization in a variety of ways.
- Will be well positioned to observe and experience the intern's work.
- Have empathy for others and good communication skills.
- Will keep confidentiality and appropriate relational boundaries.

Effective teaching placement committees usually include cheerleaders as well as people who will sometimes challenge the student. A guideline is to include no more than one member of the staff-parish relations committee or other personnel committee. Members may be lay or ordained.

As the intern's supervisor, you should attend the committee's first meeting, but only that one. For subsequent meetings, the committee chairperson and intern together are responsible for bringing discussion topics, reminding people, and guiding the committee process. Please make sure that the committee and intern are well oriented to the committee process by the conclusion of the first meeting.

Offering Welcome and Hospitality

As the internship begins in September, work with the teaching placement committee to help the intern enter the life of the congregation or organization. Give the intern a title and a place to work. In a church setting you might hold an installation or consecration of the intern early in the year as a part of a regularly scheduled worship service. Consecration or commissioning of the committee can be included in this. You might also have a welcoming reception in order to introduce the intern informally. It is often helpful to include an article in your newsletter introducing the intern and explaining his or her role as a learner. At the end of the year, work with the teaching placement committee to hold a farewell celebration and/or sending forth service for the intern.

Background Checks, Safe Sanctuaries Policies, Etc.

Please follow whatever procedures and policies you have in place to insure the safety and well-being of staff, volunteers, and all in the congregation or organization. The school does not do background checks on students doing internships. The field education seminar does include instruction about boundaries and ethical issues in relationships, as well as mandatory reporting responsibilities of religious workers. This takes place early in the year.

Vocational Discernment

For most students, the internship is a significant step in vocational discernment. Often this is the first time they begin to take on the identity of pastor. Most interns have completed only one year of course work in a three-year degree program and many have limited ministry experience. Often the intern's first sermon in the field education placement comes before he or she has completed a preaching class. Therefore keep in mind that this is a formative time in which you have an opportunity to help shape the intern's sense of vocation. This means you can encourage him or her to develop strengths, and to move away from behaviors that hinder effective ministry. It is important to realize that some gifts will just begin to emerge in this context, and this experience is one of many in the process of vocational formation.

The Intern's Role, Professional Expectations

Sometimes congregations and agencies expect a student intern to function as a staff member and may be frustrated or confused when their expectations are not met. It is important for everyone to understand that the intern is a student who is there to learn and grow through service in ministry. The intern's role and responsibilities should make a genuine contribution to the church or organization, and these responsibilities should be assigned and interpreted as part of the intern's learning process. The supervisor and teaching placement committee are the ones who can help everyone understand this distinctive role.

The field education internship should be a broad-based experience that introduces a student to the various dimensions of ministry in a church or agency. Often the first part of the year includes time that the student is observing and perhaps "shadowing" the supervisor. But the intern also needs to be actively involved in the tasks and relationships of ministry, with specific responsibilities to fulfill. The particulars of an intern's job description will vary with the ministry situation and the student's skills and interests.

In congregational settings, we ask supervisors to make sure interns have experience in each of the following ministry areas:

- Worship leadership and preaching

- Religious education

- Spiritual care/pastoral care

- Administration

- Outreach – evangelism, community service, and/or justice ministries.

A list of suggested activities in the five areas is found at the end of this handbook. Students in placements other than congregations will need to adapt these categories and activities as appropriate to their contexts.

It is important to specify your expectations for what days the student will be involved in the life of the congregation, and what types of involvement will be included. If the student has some responsibilities that are focused in one area, communicate the specifics of how she or he should account for time and efforts spent in that area. On school holidays, including the winter break, students are not required by the school to be present at their internship sites, but many continue their full internship involvement during these times. Be sure to discuss expectations with your

intern. Students should be given a two-week break sometime between mid-December and mid-January.

Especially early in the year, it is often helpful for students to “shadow” you as you do your work. In a congregational setting this could include on hospital visits, home visits, conversations with church leaders, wedding rehearsals, funeral preparation meetings, etc. This kind of shadowing is something students usually find valuable, even if they have no specific responsibilities. Take advantage of opportunities as they arise anytime throughout the year, and discuss them with your intern during weekly supervision sessions. Most students need a combination of nuts and bolts instruction and reflection on the theological, traditional, ecclesiological, and personal reasons why things are done a particular way in your setting.

Be clear in advance about professional behaviors you expect, and review these periodically as needed. For example, students may need to be told to arrive early for worship and other important activities. They may also need guidance on appropriate attire, how to be reimbursed for expenses, etc. It is better to be very clear and direct about these issues in advance. You also need to discuss when professional standards are not being met, and avoid the temptation to look the other way. Often these standards are invisible to students and must be made explicit. Support the intern in discovering the effect of his/her behavior, and encourage reflection on choices and changes.

Include in this discussion your expectations about communications with disgruntled parish members. Students need to be advised in advance how to handle people who want to triangulate with them over differences with other members or the pastor. This type of triangulation happens in many settings during the first semester so it is good to have this discussion early on. Additionally, students should be instructed how to handle requests which fall outside of their area of expertise or responsibility.

Developing the Learning/Serving Agreement

The learning/serving agreement is the student’s contract and learning outcomes statement for the internship. The form is included at the end of this handbook and is also provided on the CST website. Students are required to complete it during September, with your assistance. Seminar instructors will work extensively with students during the first weeks of school on how to develop their outcomes for the first semester. The process of developing this should be a top priority during the first weeks of the internship.

Research and experience tell us that adults learn best when they can direct their own learning outcomes and interests. They learn best when given choices, when they structure their own outcomes, and when they decide on topics for focus. Second career learners must find ways to appropriately bring prior professional formation and skills into a whole new field. First career learners also want to bring existing strengths into balance with emerging skills.

In accordance with accreditation requirements, CST has moved away from language about goals to talk instead about outcomes. An outcome in this sense is a description of what will have been accomplished by the end of a certain experience or period of time. Outcomes specify expected

results – what students will know, what they will be able to do, and who they will be in terms of attitudes and values.

The overall outcomes for the field education program are that by the end of the field education experience students will be able to:

1. Demonstrate increased knowledge and skill for ministry service and leadership.
2. Connect theological knowledge with the practice of ministry.
3. Employ skills for forming and sustaining relationships.
4. Act with contextual awareness and cultural competence.
5. Engage in ministry with vocational and spiritual maturity.

The completed learning/serving agreement will include a form with specific information plus a 1-2 page narrative describing:

1. The intern's responsibilities – what s/he will be doing week by week and over the course of the semester(s).
2. The 3-5 most important outcomes the intern wants to achieve through these activities. Each outcome must relate to one of the field education learning outcomes:
 - a. Demonstrate increased knowledge and skill for ministry service and leadership.
 - b. Connect theological knowledge with the practice of ministry.
 - c. Employ skills for forming and sustaining relationships.
 - d. Act with contextual awareness and cultural competence.
 - e. Engage in ministry with vocational and spiritual maturity.

Each outcome statement should also include a description of the actions to be taken in order to accomplish it.

Internship responsibilities will probably include some observing and the kinds of participation that provides orientation and gives a broad familiarity with the congregation and context. In addition, interns should have responsibility for one or several projects that are relevant both to their interests and to the church's work. Aim for both breadth and depth in the internship plan.

The intern's planned outcomes should be particular to the intern and the context, more focused than the five overall learning outcomes for field education. All outcomes should be:

- Important and relevant to the ministry needs in the setting
- Important and relevant to the student
- Challenging and also achievable in the setting and with the time available
- Specific and measurable enough that you and others will be able to recognize when they are achieved
- Stated with strategies or methods for accomplishing them.

Students complete a brief self-assessment paper at the beginning of the semester, in preparation for completing their learning/serving agreements. The suggested self-assessment worksheet is provided as an appendix to this handbook – many students use it as a starting point for their papers.

At the beginning of spring semester there will be an opportunity to update this agreement. Some tasks and outcomes may have been achieved by then; others might need modification. New priorities may have emerged.

The Supervision Relationship and Weekly Reflection Meetings

In field education, supervision involves holding the intern accountable while supporting his or her learning and development. Both dimensions – support and accountability – are important and needed. Support without accountability can be dishonest, and accountability without support unfair. The art of balancing these two roles is multidimensional. You offer more than expertise about the important how-to aspects of ministry. You also set an appropriate tone in the supervision relationship so that the student can learn to lead in challenging circumstances. Expect the intern to gradually grow comfortable enough to try things and reflect helpfully. In time, you will develop a trust-based relationship that supports the intern's discernment of gifts for ministerial leadership. Your role in this relationship should have the character of professional co-worker, not of psychological therapist. Your first and most substantial efforts should be to establish a trust relationship with the student. Establishing and keeping a weekly meeting time is the single most important factor in developing trust in the intern-mentor relationship. We recognize that this is a significant time commitment on your part, and appreciate your willingness to make it a priority.

- **Schedule a weekly hour of uninterrupted one-to-one time for your meetings.** Talk about how you will communicate with each other if one of you needs to miss, and how the meeting time would be re-scheduled. If an intern misses more than one session and does not communicate to your satisfaction about it, this should be a topic of discussion between you. Although students are busy and know you are too, many students feel cheated if a supervisor cancels more than one session.
- **Decide together if you will start your reflection sessions with prayer or with some other spiritual discipline, as is appropriate for your tradition.** You may also want to share with the student about your own spiritual practices, and how you see those supporting your ministerial functioning.
- **Encourage theological reflection.** A priority in field education is that interns learn to think theologically about ministry and all of human experience. Talking about particular events and situations is often the best way to do this. Sometimes students bring case-type situations they want to explore, or supervisors may do this. The supervisor's role is to help students think about and talk about how God is present and at work in the particulars of ministry, and about the God-questions they and others are raising. You are not the answer-person but the one who asks questions and listens.
- **Check in with each other on any “joys and concerns” you experience in building your relationship.** Interns may be anxious as they begin the year – specific and descriptive feedback about positive qualities you observe can be an important confidence-booster. Also, disappointments are important clues for wishes, needs, interests, expectations, and assumptions about the other person's motives that may be

incorrect. Although it can be awkward to honestly express disappointment, doing so is crucial to the establishment of trust. Create an open climate for the student to reflect with you about possible disappointments experienced elsewhere in the parish.

Discuss particular ministry topics. If you decide to structure your meetings around particular topics, here are some suggestions. Most of these are covered in the field education seminar or in other seminary classes. Students benefit from hearing a practitioner's take on these too. Possible topics include:

Entering a new community

History, stories, and identity in the congregation or organization

Expectations of pastors and other leaders

Spiritual life and spiritual practices

Theological understanding of ministry

Ethical responsibilities in ministry

Self-care and care for relationships; the pastor's family

Sexuality and sexual integrity

Legal responsibilities, including mandatory reporting

Pastoral/spiritual care in this context

Budgeting and financial management

Stewardship

Governance and administration – who does what and how is it done?

Leadership development

Communication

Grief and loss

Transitions and rites of passage

Topics specific to congregational placements:

Denominational polity and the congregation's relationship with the denomination

Responding to visitors, evangelism

Outreach to the community, both service and justice

Planning for worship and preaching

The church year in this congregation – important celebrations and traditions

Pre-marital counseling and weddings

Death and dying, funerals

If You Encounter Difficulty with your Student Intern

If a problem arises, it is important to address the situation right away. Among the options for addressing the situation are the following:

- Begin with a forthright conversation with the student, including these steps:
 - Describe your expectation that is not being met.
 - Describe what the student is doing that concerns you, including the effect his or her behavior has on you and/or others.
 - Describe what you want the student to do differently.
 - Ask for the student's perceptions and response.
 - Together agree on a plan for change.
- If you are still encountering difficulties, you should call the field education director at the earliest possibility. A supportive phone conversation with the director may give you enough resources to continue working creatively with the situation.
- You may want to schedule regular check-in times with the director for ongoing consultation.
- A three-way conversation, structured and led by the director, and also including you and the student, may help to bring to the surface some of the issues and suggest possibilities for change.

Discernment Status: The field education director may declare the placement in discernment status. The purpose of discernment status is to foster frequent, supportive conversations and reflections on issues that have become difficult for the teaching placement to address. The director's involvement during a time of discernment status helps foster healthy communication within the teaching placement to best foster productive relationships. On occasion, the discernment process may also help determine that a learning relationship needs to be terminated early. Early termination may only occur upon notification of all signatories to the learning/serving agreement.

Circumstances which could lead to a declaration of discernment status include non-performance of duties by the student or the supervisor, the onset of illness, unprofessional attitudes which do not improve with initial discussions, or ethical misbehavior by a student, supervisor, or others in the setting.

Discernment status may be requested by the student, the supervisor, the chair of the teaching placement committee, or by the director of field education. When the director has determined that discernment status is appropriate, the director first informs the supervisor, then the chair of the teaching placement committee, the intern, and the academic dean of Claremont School of Theology that a discernment time, of specific duration, has been entered. The director informs, in writing, all parties of the beginning and end of a discernment status, the reasons for such status, and the expected activities during the status. Similarly, the director informs all parties of the resolution of the discernment status.

The Assessment Process

During the internship year, students are involved in several processes of assessment. Interns complete written self-assessments at the end of each semester. The teaching placement committee also completes a written report each semester and discusses it with the intern. The supervisor's assessment is an essential part of this larger picture, providing feedback to the intern for his or her own growth and learning. Assessment from others helps the intern develop self-awareness and the capacity to be self-correcting – essential competencies for ministry.

Your written assessments are due at Claremont School of Theology in December and May. Assessment of the intern's work should be based on the mutually agreed-upon outcomes identified in the learning/serving agreement. Both fall and spring semester assessment should be discussed with the student before they are sent to the school.

Keep in mind that both the December and May assessments are intended to further the intern's growth and development in ministry. They are not final or conclusive statements about the person's skills and potential for ministry. The assessment letters in December and May will follow the same basic format, which is given at the end of this handbook.

In addition, at the end of the year you will be asked to fill out a form assessing the intern's work related to the overall learning outcomes of the Master of Divinity program at Claremont School of Theology. This information will be used for the school's overall assessment of the degree program.

Questions or Concerns?

At any time during the year, please feel free to contact the field education director if you have a question or concern. And thank you again for your participation!

Alma Johnson-Hawkins
Director of Field Education
Claremont School of Theology
1325 N. College Ave.
Claremont, CA 91711
Phone: (909) 447-2534
Email: ajohnson-hawkins@cst.edu

Suggestions for Intern Involvement in Ministry

Worship leadership and preaching

- Analyze the liturgical life of church or setting
- Prepare worship with a team
- Participate in leading worship
- Participate in and plan wedding/funeral/baptism
- Analyze several sermons, with emphasis on theological issues
- Prepare a sermon, receive mentor feedback
- Deliver a sermon; receive feedback from teaching placement committee
- Other _____

Religious education

- Attend meetings of the committee(s) overseeing Christian education
- Design a unit of adult education or children's education
- Teach the units designed
- Lead a Sunday School class
- Lead a Bible Study
- Collaborate with others in shaping a curriculum
- Other _____

Spiritual/pastoral care

- Visit house-bound, hospitalized, and institutionalized persons
- Listen to stories of parishioners
- Participate in a weekly prayer group
- Observe and analyze forms of pastoral intervention and referral (e.g., sit in on a pre-marital counseling session)
- Plan and implement a congregational program to enhance pastoral care
- Other _____

Administration

- Observe/participate in administrative boards and committees
- Attend one or more staff meetings
- Observe and analyze the budget-making process; discuss with supervisor
- Analyze the financial status of the church/site
- Participate in stewardship activities
- Plan and implement an intervention or strategy relevant to an administrative meeting
- Other _____

Outreach evangelism, service, and justice

- Identify the social context of the church in terms of age, class, economics, gender, race, and sexual orientation
- Identify social agencies in area and establish contact with them
- Identify and participate in the social ministries of the church
- Analyze relevant missions in the community in terms of replication, resources needed, and so forth
- Call on newcomers to the church
- Analyze the church's patterns of responding to newcomers
- Investigate how the church is known (or not) in the community
- Other _____

Field Education Initial Self-Assessment
 Congregational Ministry Placements

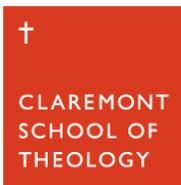
Name _____
 Date _____

Overall Assessment
 1 – Weak
 2 – Adequate
 3 – Strong

Priority for internship
 1 – Little or no focus
 2 – Moderate focus
 3 – Extensive focus

Learning outcome	Assessment
Knowledge and skill in worship and preaching	Self-assessment____ Priority for internship____ Examples and comments:
Knowledge and skill in education	Self-assessment____ Priority for internship____ Examples and comments:
Knowledge and skill in pastoral care	Self-assessment____ Priority for internship____ Examples and comments:
Knowledge and skill in administration	Self-assessment____ Priority for internship____ Examples and comments:
Knowledge and skill in outreach (evangelism, justice, service)	Self-assessment____ Priority for internship____ Examples and comments:
Integration of academic knowledge with the practice of ministry	Self-assessment____ Priority for internship____ Examples and comments:
Skills for forming and sustaining relationships	Self-assessment____ Priority for internship____ Examples and comments:
Contextual awareness and cultural competence	Self-assessment____ Priority for internship____ Examples and comments:

Vocational clarity	Self-assessment____ Priority for internship____ Examples and comments:
Spiritual maturity	Self-assessment____ Priority for internship____ Examples and comments:



Claremont School of Theology Field Education

Learning/Serving Agreement & Student Learning Outcomes

To be turned in to the intern’s seminar instructor. Intern and supervisor keep copies.

Attach a 1-2 page narrative describing:

1. Your internship responsibilities – what you will be doing week by week and over the course of the semester(s).
2. The most important 3-4 outcomes you want to achieve through these activities. Each outcome must relate to one of the field education learning outcomes:
 - a. Demonstrate increased knowledge and skill for ministry service and leadership.
 - b. Connect theological knowledge with the practice of ministry.
 - c. Employ skills for forming and sustaining relationships.
 - d. Act with contextual awareness and cultural competence.
 - e. Engage in ministry with vocational and spiritual maturity.

For each outcome, describe the actions you will take in order to accomplish it.

Student Intern’s Name:
Congregation/Organization name:
Supervisor’s name:
Supervisor’s email:

Teaching Placement Committee (if applicable)	
Committee Chairperson’s Name:	
Preferred Phone Number:	E-mail:
Preferred Address:	

Student Intern’s Responsibilities:

- To devote 8-10 regular hours per week to the ministry placement/placement site.
- To meet weekly with the supervisor and monthly with the Teaching Placement Committee (if applicable).
- To communicate regularly with the supervisor about the schedule, activities and reflections on ministry/faith development and personal/professional growth.
- To meet regularly with the supervisor for reflection on the internship experience, and to raise questions and concerns.
- To maintain the highest ethical standards during the internship.

Student Signature

Date

Supervisor’s Responsibilities:

- To meet weekly with the student intern.
- To support the intern’s learning process, and follow the handbook guidelines for supervision.
- To provide feedback and evaluations on both the intern’s strengths and growing edges to enhance the intern’s learning process.
- To establish the Teaching Placement Committee as appropriate, and offer support as needed.
- To communicate with the Field Education Office as requested or if there are concerns or questions.
- To comply with all expectations listed under Additional Requirements.

Supervisor Signature

Date

If Applicable – Teaching Placement Committee Chairperson’s Responsibilities

- To convene a meeting with the intern and committee on a monthly basis.
- To work with the committee to follow the handbook guidelines for the purpose of supporting the intern’s learning process.
- To work with the committee to provide feedback that will assist the intern in developing his/her pastoral identity and service learning experience.
- To work with the committee to maintain the highest ethical standards.

Teaching Placement Committee Chairperson
Signature

Date

Additional Requirements

1. The ministry site is responsible for orienting the student to the ministry site, including an explanation of any potential health or safety risks.
2. The ministry site is responsible for complying with all federal and state laws, including any applicable tax and labor laws related to the student’s ministry site experience.
3. The ministry site and the school will comply with federal laws and regulations regarding non-discrimination.
4. The student is fulfilling specific requirements for field experience as part of a degree requirement. The student does not thereby become an employee or agent of the school by virtue of his or her field experience.
5. The supervisor, on behalf of the supervising agency, assumes liability for the student when s/he is acting within the scope of his/her responsibilities as agreed upon.
6. The school is not responsible for providing the student’s transportation to and from the ministry site, or for providing the student’s transportation for any of the student’s duties during the student’s ministry site experience.
7. The ministry site will keep confidential any student evaluations and other records of the student, and disclose such records only to school and other officials who have a legitimate need to know consistent with their official responsibilities.

Questions? Contact Alma Johnson-Hawkins, Director of Field Education, 909-447-2534, ajohnson-hawkins@cst.ed

Field Education Intern Assessment – to be completed by Supervisor Claremont School of Theology

Please complete BOTH the narrative assessment and the assessment form with numerical ratings.

1. Narrative Assessment: On separate paper and using the congregation or organization's letterhead, please write a descriptive assessment including the following:

- Summarize the intern's responsibilities and learning outcomes for the semester.
- Describe the intern's activities related to each outcome.
- Provide your assessment of the extent to which each outcome has been reached.
- Provide a brief self-assessment of your work as supervisor – time you spent; nature of the supervisory sessions; resources, support, and authority provided for the student, etc.
- Please sign and date your assessment.

2. Assessment form: The attached form is intended to assess the Student Learning Outcomes for the field education program overall. Please complete it as well as the narrative assessment.

Since these assessments are intended for the intern's growth and learning, it is important that you talk about your assessment with your intern before sending it to the school.

Please return both the narrative assessment and the completed assessment form to your intern's instructor, at

Claremont School of Theology
1325 N. College Ave.
Claremont, CA 91711

If you have questions or concerns contact:

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Field Education Intern Assessment – to be completed by Supervisor

Student's name _____ Placement site _____

Supervisor _____ Date _____

Supervisor's signature _____

Please assess the intern's work related to the field education student learning outcomes listed below. Be sure to provide both numerical ratings, indicating for each outcome both the extent of focus in the internship and the strength of the intern's work. Use as much space for comments as you wish – the form will adjust as you type.

Overall Assessment

0 – Not observed

1 - Weak

2 - Adequate

3 – Strong

Extent of focus in internship

1 – Little or no focus

2 – Moderate focus

3 – Extensive focus

Learning outcome	Assessment
Knowledge and skill in worship and preaching	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Knowledge and skill in education	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Knowledge and skill in pastoral care	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Knowledge and skill in administration	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Knowledge and skill in outreach (evangelism, justice, service)	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Connecting theological knowledge with the practice of ministry	Assessment:____ Extent of Focus in Internship:____ Examples and comments:

Skills for forming and sustaining relationships	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Contextual awareness and cultural competence	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Vocational clarity	Assessment:____ Extent of Focus in Internship:____ Examples and comments:
Spiritual maturity	Assessment:____ Extent of Focus in Internship:____ Examples and comments: