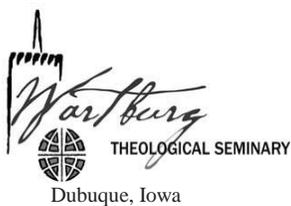


TEEM

Theological Education for Emerging Ministries

WARTBURG THEOLOGICAL SEMINARY

Internship Handbook



WELCOME to INTERNSHIP
THEOLOGICAL EDUCATION for EMERGING MINISTRIES
TEEM
WARTBURG THEOLOGICAL SEMINARY

Greetings to you in Christ Jesus!

In the midst of the TEEM process you have come to a place where your ongoing ministry and your educational preparation for ordination intersect in Internship! The Internship experience is shaped to allow you to continue to be formed as a pastor in the midst of what may already be a familiar routine of ministry by setting forth a structured time of theological reflection, intentional focus on pastoral identity and ministry skills, and evaluative feedback from a supervising pastor and a group of congregational members, henceforth referred to as the “Lay Committee”.

This manual is intended to guide you through your Internship experience. We are grateful for the collaborative effort between ELCA Seminaries to gather and share the best practices and wisdom as it pertains to internship. The fruit of that effort is harvested here, as acknowledged in this printing. All material and forms in this Handbook may be freely copied and duplicated, and are also posted on the TEEM page of the Wartburg Seminary website for your downloading convenience.

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Wartburg Theological Seminary Mission Statement

Approved 2013

Mission

Wartburg Theological Seminary serves Christ's church through the Evangelical Lutheran Church in America by being a worship-centered community of critical theological reflection where learning leads to mission and mission informs learning.

The community embodies God's mission by stewarding resources for engaging, equipping, and sending collaborative leaders who interpret, proclaim and live the gospel of Jesus Christ for a world created for communion with God and in need of personal and social healing.

Vision Statement

Wartburg Theological Seminary is and will be recognized in the ELCA and beyond for excellence in its capacity (a) to prepare servant leaders for churchly ministries that sustain faithful traditions and pursue unfulfilled possibilities; (b) to steward wisely the church's theological heritage, its institutions, and its human and financial resources; and (c) to produce graduates who are valued by those they serve and by those who oversee their ministries because of their faithfulness, effectiveness, churchliness, collegiality, and innovation.

Wartburg Theological Seminary will be recognized by potential and current students, faculty, staff, graduates, the church, and a larger public for a distinctively fruitful culture of learning in community, a culture that engages residential, commuting, and distributed learning students, in degree and certificate programs, for Christ's mission to the world.

This culture builds on the Lutheran tradition exemplified in Wilhelm Loehe by being worship-centered, communal, diaconal, missional, and global committed both to the church's confessions and to a living faith, and allowing for open questions. Wartburg's reputation attracts top quality students who can benefit from and contribute to this community and culture through its Dubuque and Austin based programs.

Wartburg Theological Seminary's residential and distributed MDiv and MA and MA-Diaconal Ministry degree programs, its Dubuque and Austin-based TEEM and other certificate programs, its lifelong learning work, and its scholarly and ecclesial work are and will be widely recognized for excellent core and complementary faculty, adaptive curriculum, and innovative approaches that enable fruitful blending of critical theological thinking with reflective learning through the practice of pastoral and diaconal ministry.

Wartburg Theological Seminary will be recognized as exercising the highest level of responsibility, integrity, and good stewardship and as pioneering and unsurpassed in operating with a business plan that is realistic and effective in undergirding the seminary's mission.

Embodying Wartburg Seminary's Mission Statement

Wartburg Theological Seminary's Mission Statement guides and directs our life as a seminary, including the implementation of a theological curriculum. By "curriculum" we include both the courses offered in the classroom through the degree programs and the entire program of formation, including worship and community life.

The Wartburg faculty has adopted these Twelve Pastoral Practices as a further elaboration of its Mission Statement which articulates intended curriculum outcomes, a description of what we hope to see in Wartburg graduates based on our mission. These practices are intended to be inclusive of candidates for all rosters. By "pastoral" we intend to encompass the ministry practiced not only by the ordained but also by diaconal ministers, deaconesses, and associates in ministry. By "practices" we do not mean mere actions that are performed. Rather, these pastoral practices are understood to be incarnated and embodied in being as well as doing. They intend coherence between one's disposition and one's practice of ministry. Ministers thus formed are able to give reason why they act in a particular way. Effective formation has instilled a fundamental attitude out of which one then does.

The purpose of our setting forth these criteria is for the Wartburg faculty to invite reflection on the effectiveness of our curriculum. We seek excellence in our educational programs and invite you into conversation about these pastoral practices as a way of assessing and revising our curriculum.

The central question is: *To what degree has the educational and formational process of the Wartburg Seminary curriculum accomplished its mission objectives?*

Wartburg Mission Statement: Twelve Pastoral Practices

"Wartburg Theological Seminary..."

[Three overarching practices]

- *Practice of Being Rooted in the Gospel:* Articulates the Gospel in a way that is heard as Gospel. Is publicly Lutheran and Gospel-centered.
- *Practice of Missio Dei in Word and Sacrament:* Is grounded in Word and Sacrament as the means by which God creates faith in Christ and a community (*koinonia*) for God's mission (*martyria* and *diakonia*) in the world. The ordained exercise faithful worship preparation, evangelical preaching, and sacramental leadership. The consecrated serve as a strategic bridge between church and world. Associates in ministry serve faithfully in their areas of call in relationship to the worshipping community. All the baptized are sent by the Spirit to employ their gifts in God's mission for the life of the world.
- *Practice of Biblical and Theological Wisdom:* Interprets reality theologically and biblically as a habit. Has a core set of theological concepts that are interpreted with flexibility in different contexts.

"...serves the mission of the Evangelical Lutheran Church in America by being a worship-centered community of critical theological reflection where learning leads to mission and mission

informs learning.”

- *Practice of Ecclesial Partnership:* Displays a healthy sense of connectedness with the whole church. Fosters partnership with the ELCA and ecumenical openness.
- *Practice of Complex Analysis:* Demonstrates capacity to carefully examine complex social, economic, scientific, and religious issues without oversimplification. Sees relationships from a systems perspective, remaining spiritually centered in the face of ambiguity.
- *Practice of Curiosity:* Is fundamentally curious, employing creativity in the use of language. Is open to grow beyond current perspectives and willing to pursue learning with intellectual depth.

“Within this community, Wartburg educates women and men to serve the church’s mission as ordained and lay leaders.”

- *Practice of Pastoral Concern:* Loves God’s people with the compassion of Christ, demonstrating a generous spirit in relating to others, teaching and modeling stewardship. Maintains a clear sense of pastoral identity and desire for excellence in pastoral ministry.
- *Practice of Personal Faith and Integrity:* Lives as person of faith, grounded in a life of prayer and study. Is self-aware in seeing the larger picture, proclaiming hope, leading courageously, and setting healthy boundaries.
- *Practice of Collegiality:* Leads in a way that is responsive to the situation and promotes team building. Creates collegial groups within and beyond the church for promoting many forms of ministry.

“This mission is to proclaim and interpret the gospel of Jesus Christ to a world created for communion with God and in need of personal and social healing.”

- *Practice of Evangelical Listening and Speaking the Faith to Others:* Listens in a way that leads people to deeper faith questions. Engages in thoughtful witness to the Christian message, especially to youth and those outside the faith.
- *Practice of Immersion in the Context:* Shows awareness of the context through listening to, dialogue with and involvement in the local community. Has ability to interpret texts and contexts with insight.
- *Practice of Engagement with Cross-Cultural and Global Dimensions:* Is sensitive to multicultural issues and religious pluralism in the context of globalization. Understands the inclusive character of the Christian Gospel.

Getting Started

Internship: An Overview

As you read this Handbook, you and your synod will have already made arrangements for the congregation(s) in which you will serve your internship, and you are starting or have started your course requirements for TEEM certification. The TEEM curriculum follows. However because of the individual circumstances, each intern's path through the curriculum will be slightly different.

The WTS TEEM curriculum includes:

Hebrew Bible (Torah and Psalms)	Hebrew Bible 2 (Prophets and Wisdom)
New Testament 1 (Gospels and Revelation)	New Testament 2 (Pauline and Pastoral Epistles)
Church History	Lutheran Confessions and Mission
Systematic Theology 1 and 2	Lutheran Ethics
Lutheran Leadership, Ecclesiology, and Church Polity	Preaching 1 and 2
Lutheran Worship	Educational Ministry
Pastoral Care	Contextual Ministry (including stewardship and evangelism)
One Unit of Clinical Pastoral Education (CPE)	
Internship	Mentoring in partnership with home Synod

The LSPS TEEM curriculum includes:

New Testament I	New Testament II
Old Testament I	Old Testament II
History of Christian Thought I	History of Christian Thought II
Lutheran Confessions I	Lutheran Confessions II
Contextual Ecclesiology	Pastoral Arts I
Pastoral Arts II	Preaching
Liturgical and Sacramental Leadership	Polity and Leadership
Ethics	Cultural <i>Encuentro</i>
One Unit of clinical Pastoral Education (CPE)	
Internship	Mentoring in partnership with home Synod

The Internship year is intended to provide the intentional time to focus on your formation as a pastor in the parish. The process of regular reflection, feedback and evaluation assists in integrating your course work, life experience and ministry experience as you prepare for your call to ordained leadership in the Evangelical Lutheran Church in America.

Financial Matters

Financial arrangements during your internship year may well continue as they have been for you in your parish experience. Your synod will assist you in negotiating any changes that need to be made. Tuition for your internship will be charged to your student account upon receipt of your TEEM Internship registration.

Many/most TEEM Internships will not take place at sites with a resident supervising pastor. Where this is the case, a supervising pastor will be secured from a neighboring congregation or institution, by the synod and subject to approval of WTS/LSPS. Such non-resident, off-site, supervising pastors are usually reimbursed by the internship congregation for their services.

Reimbursement for parish-duty travel would continue for you, either by a monthly allocation (for which you are then accountable – it is taxable income unless you provide documentation for its use as travel expense) or reimbursed at IRS standard rate.

The following information is provided as general information. If your current arrangements are more to your benefit, it is expected that they would continue.

TAXES: Under the Tax Reform Act of 1986, the stipend paid to seminary interns is to be treated as taxable income for federal tax purposes. The seminary administrative fee/tuition paid on behalf of students is not taxable. Housing allowances or the fair rental value will also be taxable.

Also, both intern and congregation will need to pay the FICA tax -- an annually designated percentage of stipend and housing. The formalities for complying with this law are that interns must file a W-4 form with the church and the church must file a W-2 form for the intern and withhold the appropriate amount from the stipend. Also, make sure you are in compliance with your state law on workers' compensation.

VACATION/DAY OFF: Each week the intern needs time off (no less than one day). A vacation of at least two weeks is suggested as part of a full 12-month internship, the time to be agreed upon mutually.

MEDICAL INSURANCE: The seminary strongly encourages congregations to provide for the cost of health insurance during the internship year.

INTERNSHIP CLUSTER EXPENSES: The congregation is expected to pay for registration fees and transportation to Internship Cluster gatherings in your synod and/or region that you are to participate in with other interns and supervisors.

SYNOD ASSEMBLY AND SYNOD THEOLOGICAL CONFERENCE: Registration fees, housing, and transportation to these events are to be provided by the congregation, as they would do for a called pastor.

The Three Main Partners In A TEEM Internship*

Intern

The intern is the one who is primarily engaged in learning. The internship period is to be a time for the person in pastoral formation to reach new heights of commitment and skill.

The relationship of learning to serving

While the intern serves the congregation in a variety of ways, serving is not the intern's primary task: learning is. Serving is the normal way for the learning to occur.

The intern, therefore, will serve the congregation in areas where the intern needs to grow. Once growth has been achieved through experience and reflection in those areas, the intern will probably want to attend to other opportunities for growth. At times the intern may need to be encouraged to move on to other experiences in order to maximize learning experiences rather than stay in familiar and comfortable roles. Attention to areas of need should be complemented by the opportunity to deepen areas of strength as well.

At the same time, however, an appropriate result of the internship period is for the intern to make a significant contribution to the work of ministry in the congregation. The internship committee, representatives of the congregation, and the supervisor should clearly describe the congregation's expectations for effective ministry during the internship period. Then, when the intern sets his/her goals, the hopes and needs of the congregation, as well as the growth needs of the intern and the seminary's expectations, can be taken into consideration.

Supervisor

Effective supervision is the key component in a healthy, successful internship. First, the supervisor should be interested in getting to know the intern as a person, often in an informal setting. Commitment is demonstrated in the amount of time given to the intern. The supervisor will need to display some personal openness as the relationship begins to form.

The intern's "growing edges" are identified, and together the supervisor and the intern set appropriate goals for the internship period. Methods and activities for reaching these goals are outlined, based upon the ministry opportunities and needs of the particular congregation.

The supervisor provides continuous feedback for the intern, affirming his/her new-found strengths, as well as identifying areas where improvement would be beneficial. The supervisor supports the intern during periods of discouragement and celebrates with him/her when new heights are reached.

Throughout the year the supervisor's role is to help the intern integrate theological understanding with personal and pastoral skills and to foster the intern's growth in these skills as well as his/her ability to reflect theologically on the ministry that is being practiced. The supervisor presents the intern with one model of an ordained pastor, but mainly the supervisor assists the intern in developing his or her own pastoral identity and style.

*Adapted from the Western Mission Cluster TEEM Handbook

Lay Internship Committee

There should be an Internship Committee consisting of about six (6) people from the congregation, or in a multi-point parish there should be members from each congregation serving on ONE committee. The committee's role is supportive and reflective, but not supervisory. Its task is to give honest feedback to the intern, to meet with him/her regularly, and to complete mid-year and

final evaluations on the intern in relation to her/his goals.

In order to facilitate the effective functioning of the Lay Internship Committee, one member should be chosen as the Internship Committee chairperson. The chairperson would meet with the intern to set the agenda for each meeting, would maintain communication with committee members about committee matters, and together with the intern tend to the evaluative process.

The committee will be most effective if it meets monthly. The focus of the monthly meetings should be on how the intern is or is not fulfilling the set goals of the internship, on offering affirmation and encouragement, and on providing supportive critique relative to the intern's appropriation of the pastoral role.

Establishing the Intern's Role

Particularly when the Intern has already been serving in the congregation(s) in which the internship will take place, it is important for education about internship to take place. While day to day ministry continues to be necessary, the internship context provides for a new look at day to day ministry. In a sense there is a kind of "new beginning" within a continuing context.

If the congregation is a new context for the internship, the Synod staff will assist in preparing the congregation to understand its role as teaching congregation and your role as intern, including arrangements for the official presiding responsibilities that an ordained pastor would provide.

In either context, the internship year is a time to grow and expand, to learn and reflect in an intentional way through the practice of ministry. It is more than a time to simply do what one has already been doing. It is a lively time of mission for the congregation as teachers and for the intern as learner!

Living Internship

Preparing for Pastoral Ministry

Internship serves as a time of learning and preparation for the many tasks of pastoral ministry. During the year, the intern needs exposure to a full range of congregational involvements. An overemphasis on any single aspect of ministry (i.e. Youth Ministry) will restrict the amount of time available for other necessary learning.

Striking a careful balance among the various aspects of pastoral ministry will require careful planning and negotiation between intern, supervisor, and lay internship committee. The intern's goals for the year, established in the *Learning Service Agreement (LSA)*, will typically involve the intern in the following areas of pastoral ministry.

Prayer

The spiritual life requires attention in the life of the minister. Time for prayer, devotion, and spiritual counsel needs to be set aside on a regular basis in order to establish the foundation upon which effective ministry can be grounded. It is helpful to find some form of accountability to assist in honoring this intention when days become more than filled with ministry. **Prayer and spiritual life should also be included as a goal in your *Learning Service Agreement*.**

Study

The intern, like the pastor, needs opportunity for continued study and theological reflection. Some occasions for study arise during the course of weekly ministry: sermon preparation and preparation for teaching others. Some take course work.

Other occasions for study arise from particular cases of pastoral care and congregational dynamics. When a challenging situation in ministry arises, it provides an opportunity for learning through reading and consultation with specialists in the respective field.

Interns are encouraged to develop disciplined study habits that will nurture theological depth and creative ministry.

Physical Health

Regular physical exercise contributes to the fullness of living that God calls us to experience. Care for your body through physical exercise, and attention to nutritional health, should be a fully integrated component of your internship experience. **This should also be included as a goal in your *Learning Service Agreement*.**

Preaching

Living with the text through study and pastoral ministry in preparation for weekly worship and proclamation.

Worship

Worship lies at the core of the life of each Christian community. Worship planning is vital. Different facets of the intern's leadership ability need to be reviewed and developed:

- effective performance in leading liturgy;
- understanding the theology, psychology, and drama of worship;
- knowledge of, respect for, and reflection upon the local traditions and style;

- opportunity to plan for special events and seasons;
- learning to work with and train lay leadership.

Pastoral Visitation

Visiting members of the congregation is one of the key elements in developing trust between pastor and people. The intern needs to gain experience in visitation of all kinds - sick and shut-ins, hospital and nursing homes, inactives, homes of confirmands and youth, and situations of crisis and grief as well as general pastoral calls on both members and non-members. It is advisable that the supervisor accompany the intern on initial visits of various kinds. Reflection on calls will be an occasional focus for weekly Supervisory Sessions.

Stewardship

Growing ones capacity to be a leader in stewarding all God gives us includes being at ease in personal conversation, preaching, growth in discipleship, and programmatic ministries focusing on our response to God's generosity.

<http://elca.org/en/Resources/Stewardship>

Education

The intern needs to gain experience in a variety of educational activities such as confirmation, Sunday School, Vacation Church School, teacher training courses, adult membership classes, and adult education courses. The intern's part in the education program needs to be clearly outlined in the *Learning Service Agreement* and periodically reviewed with the supervisor.

Pastoral Counseling

Counseling takes many forms in the life of the congregation. Informal counseling takes place on the telephone, before and after worship, in the parking lot, and in conversations throughout the week. Unless an intern has special training in counseling, most formal counseling should take place on a short-term basis. One of the greatest skills in pastoral counseling is knowing when and how to refer. Counseling skills can be advanced during internship in the following ways:

In some instances the pastor may seek permission of certain counselees for the intern to sit in and observe a pastoral counseling session.

In some instances, the intern will do counseling, with the pastor present -- by agreement with all parties.

In other cases, the pastor may not be present, but the experience can be reviewed -- without breach of confidence -- in a Supervisory Session.

It is important for the intern to have some involvement in pastoral care and counseling, especially pre-baptism, youth, pre-marital, marital crisis, drug/alcohol, grief, and crisis counseling. The supervisor and intern will want to stay alert for appropriate possibilities. Review of professional case material can also provide opportunity for the development of pastoral care and counseling.

Administration

Church administration requires skills in communication and time management. One must understand that ministry is enhanced by effective and reliable administration of a congregation's correspondence, schedule, mailings, and church records.

The intern needs to observe and learn from the supervisor's style of parish administration. Early

acquaintance with the structure and offices of the congregation is important.

The intern also needs to learn the importance of keeping records accurately and in a timely manner. A few hours of office work monthly coupled with adequate instruction provide the intern with important aspects of parish administration.

Evangelism/ Youth

Interns need exposure to the full range of congregational ministry. Although time limitations may preclude in-depth involvement in all of these areas, the intern needs awareness of congregational efforts in evangelism and youth, what has and has not been effective. Evangelism and youth are two areas in which an intern may develop a special project.

Social Ministry

The mission of the congregation reaches beyond its own membership to address the needs of the immediate community and broader world. Interns benefit from involvement in intentional efforts to connect faith and daily life, justification and issues of social justice.

Synodical and Ecumenical Connections

The intern should participate in appropriate synodical meetings, ministerial associations, ecumenical efforts, cluster activities, and other aspects of community ministry. The intern's ministry and involvement ought to extend beyond the inner life of the congregation and its programming.

Sexual Harassment Guideline

Wartburg Seminary strongly supports the right of all people to be in an environment free of sexual harassment or abuse. Sexual abuse includes any unwelcome sexual advance, request for sexual favors, and any other verbal or physical conduct of a sexual nature by any male or female person. Any allegation of sexual abuse shall be reported to seminary officials, and if substantiated, may be sufficient cause for dismissal.

More specifically, sexual harassment may include, but is not limited to:

- sexual innuendoes, jokes, stories, pictures, and materials created or transmitted by computer which are unwelcome or make others feel uncomfortable or embarrassed
- verbal or non-verbal harassment or abuse
- subtle pressure for sexual activity
- unwelcome remarks about a person's clothing, body, or sexual activity
- unnecessary touching, patting, or pinching
- leering or ogling of a person's body
- constant brushing against a person's body
- demanding sexual favors accompanied by implied or overt threats concerning one's job or student status
- physical assault and indecent exposure.

Sexual harassment can occur between people of the same gender.

The Equal Employment Opportunity Commission (EEOC)

Guidelines define sexual harassment as: "Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

29CFR 1604.11(a).

Any allegations of sexual harassment shall be reported to the Professor of Contextual Theology, who will promptly and thoroughly investigate the complaint, implement immediate and continuing care for the victim, and take further action as required to insure justice is done on behalf of both the victim and the accused.

Visions and Expectations

It is expected that those serving as interns of Wartburg Theological Seminary will follow the provisions of the ELCA document *Visions and Expectations*. Those whose ministry is impaired by the use of alcohol or drugs will be referred to undergo immediate treatment. Interns are not to be involved in a dating relationship with a member of the intern congregation. Should a romantic relationship develop, both the supervising pastor and the Professor of Contextual Theology must be notified immediately in order that proper measures be taken to ensure the integrity of the internship.

Inclusive Language

It is expected that all Wartburg Theological Seminary graduates will enter ministry with an awareness of the personal, cultural, moral and theological issues involved in the world-wide effort to move toward inclusiveness in church life and use of language. It is therefore expected that all Wartburg Theological Seminary students will intentionally develop the linguistic and pastoral skills that will prepare them to lead their communities into a tradition of inclusive language that exhibits integrity and avoids awkwardness.

Accordingly, it is Wartburg Theological Seminary policy for faculty, staff, and students that during corporate worship, convocations and class discussions, as well as in all written assignments (texts as well as papers), seminary publications and scholarly works, a high standard of inclusiveness will be maintained. It is standard procedure, for example, to return to students for revision any essay submitted which does not aim at the inclusive use of language. It is appropriate for all members of the Wartburg community – students, staff, and faculty alike – to remind each other of our commitment to the use of inclusive language.

It is understood that inclusive language involves the “isms” as they are listed in the ELCA Statement, *Guidelines for Inclusive English Language for Speakers, Writers, and Editors*: sexism; racism; physical, mental, emotional disability-isms; economic and cultural classism, imperialism, or triumphalism; nationalism; militarism; and anti-Jewish-ism; age-ism; family and relationship pattern-ism.

A copy of the ELCA statement in its entirety can be found in the Wartburg Theological Seminary library.

Supervision and the Supervisory Session

Internship supervisors normally will be ordained Lutheran pastors with at least three years of pastoral experience. As models for future pastors, they play a critical role in the intern's growth experience. Supervisors are invited to attend Wartburg's Intern Supervisors Conference each spring and participate in clusters two or more times during the year with other supervisors and interns in their region.

The focus and character of the Supervisory Sessions are different than any management or planning sessions that might also be held. Management or planning sessions focus on parish plans and goals. Supervisory Sessions instead focus on the intern's personal, professional, and theological development as a pastor. These sessions provide the opportunity to affirm gifts for ministry, assess particular experiences, and critique areas where further growth is indicated.

While the intern will set much of the agenda in these sessions-- reporting on experiences, offering self-critique, raising questions, exploring ideas, and addressing pastoral/professional growth in ministry--the supervisor has the responsibility to help the session to be as useful as possible for the intern.

Here are some guidelines for constructive Supervisory Sessions:

- Maintain a regular **weekly** schedule with both parties giving top priority to the sessions. Consider noting it on the church calendar so congregational members know not to contact you during the session.
- Find a quiet and neutral place to meet, devoid of interruptions (especially phone calls).
- Consider beginning with scripture/devotional reading and prayer.
- Expect the intern to bear a large share of responsibility for the focus and direction of the meeting.
- Be a creative, intensive, empathetic listener. Overall the intern will do more talking than the supervisor.
- Ask questions which stimulate, challenge, and clarify without dominating the reflective process. The supervisor seeks to maintain focus on the development of the intern as a pastor. A key task will be to identify and articulate issues which impede the performance of effective ministry.
- Invite theological reflection on God's role in the intern's life and in the ministry of the congregation.
- The relationship should not become that of a counselor-counselee. It is difficult to keep a useful balance between the roles of **supervisor** and **counselor**. If the intern needs professional counseling, this needs to be arranged with a professional other than the supervisor.
- At the conclusion, take time to summarize the conclusions and evaluate the session. In order for the quality of the reflection to remain focused, intentional evaluation for the Supervisory Session itself should take place regularly. On these occasions, the supervisor will want to take the initiative in requesting feedback regarding the helpfulness of the Supervisory Sessions and consider constructive suggestions from the intern.

Pre-planning for sessions by intern and supervisor may be useful (e.g. intern may prepare verbatim of a recent call and give to supervisor to read a day or two ahead of session.) If major focus is to be on a recent sermon, each will have previewed the audio or video tape.

The Lay Internship Committee

The seminary considers the lay committee an essential part of the internship program and provides guidelines for the committee's activity through the year. The purpose of the committee is to provide special feedback and encouragement to the student in the learning process of internship. Monthly meetings are to be held with the intern. Agendas, developed by the intern and the chairperson of the committee, will be discussed by the committee.

The monthly committee meetings are to provide opportunity for all participants to reflect on their own ministries in daily life, as well as provide honest feedback to the intern on his/her own ministry in the parish.

How many people shall be on the committee?

Committees can be composed of 6 to 8 members. The supervising pastor is not usually a part of this committee, but may occasionally meet with the chairperson and the intern so that the supervision process and the intern committee process are mutually supportive.

Who shall be on the Lay Internship Committee?

- People who understand and are excited about participating in the training of an intern;
- People with the skills to discern issues and evaluate an intern;
- People with enough personal ego strength to engage in honest feedback and dialogue.
- The pastor's spouse shall not serve on the committee for reasons of assuring trust in the confidential nature of the relationship with the committee.

A Committee might be composed of the following:

- A Congregation Council representative
- A Women of the ELCA representative
- A youth representative
- A peer-age individual or couple
- A long-time member of the congregation
- A member who is especially sensitive to human relationships and the needs of the congregation

The Committee will look at overall effectiveness of this pastor-to-be in all aspects of ministry. Preaching, teaching, personal habits (promptness, appearance, etc.), and pastoral skills are all important in evaluation. In summary, is this person able to speak and live out the Gospel with integrity?

When shall the committee be formed?

It is important that the committee is ready to meet with the intern during the first month of internship. After becoming acquainted and reviewing the nature and purpose of their relationship, the committee can set up a schedule for regular monthly meetings. The naming of a chairperson early in the process is seen as an asset to the well-functioning committee.

Two basic ingredients are recommended for each meeting of the committee:

- A report from the intern on some facet of internship, followed by some self-critique; and
- Starting each meeting by one or two committee members sharing information about some aspect of their own life and ministry.

The term "ministry" here refers to the various roles each of us plays in everyday life, as spouse, friend, parent, child, worker, student, and parishioner. Just as the intern reports on her/his ministry, so committee members take turns -- as the year goes by -- reflecting on their ministry, how they live out their lives as God's people in the everyday world.

The emphasis on "ministry" at these meetings is meant not only to honor and encourage each other in ministry, but also gives the intern, this future pastor of the Church, additional insights into the ministry of church members, and the opportunity to understand how a pastor can be supportive of the ministries of God's people in everyday life.

By the end of eight weeks (no later!), the intern and supervisor will have completed their *Learning Service Agreement* with the seminary. This can be reviewed by the committee to help them be most useful to the intern throughout the year.

During subsequent meetings, the intern, chairperson, and committee might agree to focus on:

- The call to ordained ministry
- Preaching
- Teaching
- Prayer and Devotions
- Pastoral calling and counseling
- Youth ministry
- Evangelism
- Stewardship (See Appendix)
- Taking care of oneself (and family)
- The intern's overall adjustment and growth

The seminary recommends that one member of the committee (other than the chairperson) take responsibility for coordinating feedback on the intern's preaching. Congregational members who are not on the internship committee can be invited to serve as "sermon listeners" who meet with the intern for the specific task of evaluating the intern's preaching. This group might number 6 to 8 persons and be selected to represent the diversity of the congregation's membership (e.g., different age groups, different vocational interests, people with training in public speaking, people willing to give honest and compassionate feedback.)

Two additional resources on preaching are included in this Handbook. The first is a brief description of "The Preaching Program at Wartburg." This is intended to assist you in understanding the vital role of internship in the process of preparing pastors who preach evangelically and effectively. The second item is a recommended form for use in sermon evaluation. Both can be found in the Appendix.

Every few meetings it will be useful for the committee to assess its own functioning. During both the mid-term and the final month of the intern's year, time needs to be taken for preparing a report to the seminary. Near the end of the year, it is also important to focus on transitions in emotionally healthy ways!

A Job Description for the Internship Committee

- Assist the intern and supervising pastor in identifying the many possible areas of learning and service in the congregation. Choose those, which will be the major focus in the early months of the internship, so as to meet the student's needs as well as the congregation's needs.
- Assist the intern and supervising pastor in establishing, reviewing, and updating the *Learning Service Agreement* during the course of the year as needs change.
- Share with the supervising pastor in the feedback and evaluation of the intern's preaching and worship leadership practices. Do they reflect your understanding of the scriptures and catechism? Are they clear and effective? Does he/she use language and concepts you can understand? Is there any distraction in speech or mannerism?
- Inform the intern as to how she/he is being perceived by others in the parish. (Friendly, ipen, shy, rigid, warm, hostile, etc.)
- Speak the truth in love – be honest, open as a fellow human being with your special insights and understandings. Never apologize for your insights. They may uncover something very valuable.
- Relate emotionally: be open with feelings of warmth, tenderness, irritation, or frustration as need be. Feel free to express them.
- Relate theologically: share your understanding of God. He/She needs to hear this. Do not apologize for your understanding.
- Relate spiritually: share what your faith means to you, how God has touched.
- Help the intern translate his/her biblical and theological studies from the seminary into language, attitudes, and life style that mean something to you in the congregation. This can be done both formally and informally (integration of faith and life).
- Intepret the purpose of the internship program to the whole congregation. Help others see the vision of being partners in the training of pastors for the church even while receiving ministry from an intern who is eager to minister in your congregation.

Seminary Connection

Expected Form Communication:

Form*	Instruction	Due Date	Copies To	Paper	E-mail
TEEM Internship Registration Form	To be completed by the intern.	As soon as internship dates are confirmed	WTS TEEM Director		X
Learning Service Agreement (LSA)	Including a full statement of student goals for the year, is developed by the intern with thorough consultation of the supervisor at the beginning of the year. The LSA is reviewed by the Coordinator for Contextual Education and becomes the guide and criterion for activating and evaluating the internship.	By the: End of the <u>second month</u> of internship	Contextual Education	X	X
6 Month Mid-Year Evaluation	Completed by the <u>Intern</u> , the <u>Lay Committee</u> and <u>Supervisor</u> . <u>All evaluations</u> should be discussed and <u>signed</u> before sending in the <u>same envelope</u> . Intern needs to retain copies of all evaluations.	By the: End of the <u>sixth month</u> of internship	Contextual Education Synod Candidacy Committee	X	X
Final Evaluation	Completed by the <u>Intern</u> , the <u>Lay Committee</u> and <u>Supervisor</u> . <u>All evaluations</u> should be discussed and <u>signed</u> before sending in the <u>same envelope</u> . Intern needs to retain copies of all evaluations.	By the: End of the <u>final month</u> of internship	Contextual Education Synod Candidacy Committee Faculty Advisor	X	X

Contextual Education
Wartburg Theological Seminary
333 Wartburg Place
Dubuque, IA 52004-5004

contextualeducation@wartburgseminary.edu

*Forms may be accessed via the Wartburg Theological Seminary Web page.
http://www.wartburgseminary.edu/template_FutureStudents.asp?id=321

It is the **student's responsibility to maintain good communication with the internship committee, seminary, the supervising pastor, the Synodical Candidacy Committee, and the Contextual Education Office.** It is important that there be no surprises at the end of the internship!

Both intern and supervisor are urged to maintain healthy communication with each other and to be in touch with the seminary when necessary. If critical difficulties arise, the Contextual Education Office needs to be informed immediately. Every effort will be made by the seminary to assist healthy continuation of internships. Occasionally it becomes the responsibility of the seminary to terminate an internship for the sake of all parties concerned.

The Learning Service Agreement

The *Learning Service Agreement (LSA)* is considered an essential tool for achieving the overall purposes of internship. It becomes the key working document for the internship. The *LSA* clarifies both the intern's growth goals and the ministry goals of the parish. Taking plenty of time to develop this document at the beginning of the year helps to keep the internship focused, integrated, and productive. Timely preparation of the *LSA* also demonstrates the discipline and capacity for planning that a future pastor will want to bring to ministry.

The *LSA* is a means for setting realistic objectives that are responsive to the expectations of the Church and the seminary; to the needs and opportunities of the congregation; and the needs, dreams, goals and creativity of the student. It is a vehicle for planning intentional learning experiences and developing competencies.

The identified goals should address your learning needs. All interns are, in addition, expected to address two topics:

- Wholistic health–ELCA Wholeness Wheel: www.elcabop.org/LiveWell/Wholenesswheel.aspx
- Stewardship leadership – incorporate the ELCA seminary-wide model for the internship year <http://www.elca.org/Growing-In-Faith/Discipleship/Stewardship/Competencies.aspx>

Process for Building a *Learning Service Agreement*

1. The intern develops a priority list of skills that she/he would like to further develop.
2. The pastor and appropriate lay leaders develop a priority list of congregational opportunities and needs.
3. The pastor and intern negotiate a Learning Service Agreement, taking both the needs of the intern and of the parish into account. Goal statements are formulated based upon these priorities.

A **goal** is a broad summary statement which is inclusive, far-reaching and visionary.

Objectives are "mini-goals" which focus upon specific aspects of the overall goal.

Effective objectives are: Specific, Achievable, Agreed to by the principal parties
Measurable, containing some means of evaluation
Possible, given the time limits of the program
A moderate risk/challenge

Strategies and Resources specify how an objective will be achieved. Strategies are activities, techniques, and tools. Resources are people and materials (media, curriculum, books).

Evaluation is specifying how you will know the goals have been achieved. Who will be evaluating? What criteria will be used? How will evaluation be done: questionnaires, comments from parishioners, verbatims, observation from supervisor and peers?

Lutheran Internship Cluster

A “cluster” is an inter-Lutheran geographical grouping of supervising pastors and interns who meet periodically to enhance personal professional growth as it comes to focus in the supervisory relationship. The purpose of the clusters is to provide guidance to the internship process, and to give personal and professional support to the intern and supervisor in this important aspect of clergy training.

Supervising pastors and interns are, to the best of their ability, encouraged to attend cluster events which are held in their region two or more times during the internship year. Because TEEM internships begin when you are ready for them to begin, it is common that your internship year will not coincide with the August – August timing of seminary placed interns, so the timing of retreats may feel out of sync for you. However, the conversation and fellowship with others in an internship experience is an invaluable experience and we commend it to you!

One of the Lutheran seminaries in the country assigned to relate to your synod and region will facilitate the cluster events in your area. **Please contact the Contextual/Field Education Office of the seminary in your region to let them know of your TEEM internship and to be included in any communications about Cluster Retreats.**

By means of peer support, mutual assistance, and a brand of accountability appropriate to professionals, a cluster encourages and enables educational goals in the following five areas.

1. Spiritual Formation: To share exploration of spiritual maturity, spiritual disciplines, spiritual crises. For example:
 - What are the characteristics of people regarded as “spiritually mature”?
 - What are the most important stimulants and sources for spiritual development?
 - How shall internship relate to spiritual formation, especially through supervisory processes?
2. Personal Growth: To develop deeper self-awareness of our own personhood, to deal with self-concept issues, to enhance self-confidence, to articulate where we are on our own growth frontiers, and to become more intentional about personal growth.
3. Relational Maturity: To provide an opportunity to interact with other intern/pastor teams in the sharing of mutual concerns and goals. We expect to nurture skills relating to active listening, provide useful feedback, contract expectations, work through conflict situations, and do evaluation. Again, a primary question is, “How can caring supervision help to build relational maturity?”
4. Professional Development: to study and discuss professional aspects of the ministry. Interns evaluate their pastoral identity and personal ministry via supervision. Pastors evaluate their supervisory task and their personal style of supervision.
5. Integration of Knowledge with Experience: To facilitate action/reflection learning by taking a studied look at a piece of ministerial practice in light of our Christian heritage.

Internship Evaluations

At the **mid-year**, and at the **conclusion** of the internship, evaluations are to be completed. These reports assist in monitoring the progress of the intern in mastering the theological, professional, and personal skills which are necessary for ordination as a pastor in the Evangelical Lutheran Church in America. All evaluations are available on the Wartburg web site, TEEM Curriculum Page.

(www.wartburgseminary.edu/template_FutureStudents.asp?id=321)

The **Mid-year Evaluation** is especially useful for the seminary in providing oversight to the internship year. Encouragement can be given and problems addressed when these forms are used to provide honest and compassionate evaluation. These reports also aim to foster discussion between intern, supervisor, and lay internship committee about issues which promote a candidate's readiness for ministry.

The **Final Evaluation** has a special importance insofar as it is used by the seminary and the synodical candidacy committee in measuring the successful completion of the internship year. For this reason, the Final Evaluation asks for more detail than the earlier reports about the particulars of the intern's progress. Please send signed copies to the Contextual Education Office and your Synod office.

The seminary faculty makes the final determination as to whether or not the completed internship meets the requirements of the seminary and the church.

A Note About the Confidentiality of Internship Reports

The evaluative reports sent to the Contextual Education Office are seen by the Contextual Education Office, the advisor and faculty committee, and the synodical candidacy committee. These reports are confidential and not to be shared without the permission of the respective authors.

What do you do with completed final evaluations?

ONE COMPLETE SET (Intern, Supervisor, and Lay Committee) of signed Final Evaluations is to be mailed, in the **SAME envelope** to each of the following:

- The Contextual Education Office at Wartburg
- Your Faculty Advisor
- Your Synod Office, to the attention of your Synodical Candidacy Committee.
- Keep one full set of evaluations for your own files.

ONE COMPLETE SET (Intern, Supervisor, and Lay Committee) is to be electronically e-mailed to: contextualeducation@wartburgseminary.edu.

Special Circumstances

Internship in a parish without a resident supervising pastor

Congregations which have an intern as their primary source of pastoral services have a special obligation to maintain a learning environment for their intern. It is essential to establish expectations appropriate to one who is yet in a process of learning the skills of ordained ministry. Lay internship committees at detached sites must assist the congregation in honoring the internship year as a year of learning for a future pastor of the church.

Reassignment or early termination:

Occasionally it will become necessary or desirable that an intern be reassigned for a portion of the internship, or that the internship be terminated. Request for such reassignment or early termination from the intern, the supervisor, and the Council (or other board for whom she/he works) shall be referred to the Coordinator of Contextual Education who will refer the matter to the faculty.

Change of marital status:

Any student who contemplates a change of marital status during the intern year shall inform both the supervisor and the Coordinator of Contextual Education in sufficient time to arrange for any necessary adjustments.

Extended illness:

An extended illness of the intern can become a problem because internship is of such relatively short duration. In such situations, a careful balance must be maintained where fairness is exhibited to the student as well as to the parish. The following guidelines apply:

- Congregations that have sick leave policies (or maternity/paternity leave policies) for its paid staff need to seek to apply that same policy to the intern.
- In the absence of an operative sick leave policy, the following advice is offered to the student and the congregation:
 1. **DEFINITION:** For the purposes of this policy, sick leave may be granted for any student absent from duty because of accident or illness. This guideline also applies to absence related to pregnancy, childbirth or adoption. Short-term illness of up to one week shall not affect the stipend or housing arrangement.
 2. **LONG-TERM ILLNESS** or disability -- more than one week -- may necessitate adjustments as negotiated by the Coordinator of Contextual Education, the intern, and the congregation. A long-term illness extending beyond a month may necessitate a review of the internship by the Coordinator of Contextual Education and faculty.
 3. Internship requirement. An extended sick leave may interfere with the student's ability to meet the one-year requirement of the seminary. There is some flexibility which allows for negotiation when the absence is less than three months.

Appendix

TEEM Internship Registration Form
Wartburg Theological Seminary and Lutheran Seminary Program in the Southwest
in partnership with ELCA Synods

WTS/LSPS TEEM Candidate Name _____

Please indicate whether WTS or LSPS

from the _____ Synod, ELCA has been assigned an

internship at _____ Church,

Church Address: _____

Church phone: _____

Candidate's phone: _____

Church email: _____

Candidate's email: _____

Internship supervising pastor is: Rev. _____

Church Name _____

Church Address: _____

Church phone: _____

Supervisor's phone: _____

Supervisor's email: _____

The internship begins on _____ and concludes on _____

The congregation has received from the synod information/instruction regarding its role as a teaching congregation.
YES NO

The congregation has or has begun the process for creating a Sexual Harassment policy (ELCA requirement for internship congregations).
YES NO

All handbooks and evaluation forms that guide the internship are posted on the Wartburg Seminary web page (www.wartburgseminary.edu); on the selection bar at the top of the page, click on Programs & Courses, then TEEM, then Curriculum Details, then Internship

Synod contact person for the internship: _____

Phone number of synod contact: _____

Email address of synod contact: _____

Email form to: seminaryforeveryone@wartburgseminary.edu or
Mail via USPS to: TEEM, 333 Wartburg Place, Dubuque, IA 52003

Learning Service Agreement

Due: The end of first month of Internship.

After considering the needs of the intern and the congregation, we have agreed upon these goals and objectives. We have scheduled weekly Supervisory sessions for the purpose of theological reflection, evaluation of ministry experiences, and support at (time)_____ on (day of the week) _____.

The Internship Committee will meet monthly on_____.

We understand that this agreement can be examined and renegotiated at any time in order to be more responsive to developing needs and skills.

Signed_____ (Supervisor)

Signed_____ (Intern)

Signed_____ (Internship Committee Chair)

Church/Institution City and State

Date_____

LIST NEEDS

STUDENT

CONGREGATION/INSTITUTION

Use additional sheets of paper as needed.

Learning Service Agreement

Intern _____

FORMAT FOR PRESENTING GOALS AND OBJECTIVES

List each goal separately. Under each goal list objectives for attaining goal. Under each objective specify resources, completion date and evaluation plan. The plan for evaluation should specify who will be involved in that process and the means to be used. Criteria to be met should be included as possible.

- Example:**
- I. Goal
 - A. Objective
 - 1. Resources
 - 2. Completion date
 - 3. Plan for evaluation
 - B. Objective
 - 1. Resources
 - 2. Completion date
 - 3. Plan for evaluation
 - II. Goal
- ETC.

Use additional pages as needed.

Lay Committee Meeting Resource:

Sermon Response Form

The Lutheran tradition places great stress on the preaching of the gospel. Congregational members tend to pay close attention to preaching as a key element in pastoral performance. The seminary is eager for interns to receive constructive evaluation of their preaching. Sermon content, organization, language, and delivery are all important in effectively communicating God's word.

Preacher: _____

Listener: _____ Date: _____

What biblical text was the basis for this sermon?

“In a nutshell” what was the main concern of the sermon (one simple sentence)?

What was the “good news” that you heard?

What feelings or thoughts did the sermon evoke?

Where and/or how did the sermon connect with and speak to your life in the world?

What might have been done differently?

A Service of Beginning

A Service of Beginning

Presiding Minister: O God, who through the Holy Spirit illumines the mind and sanctifies the lives of those who are called to be pastors and teachers: look with favor upon the seminaries of our church in their efforts to instruct and discipline those who are to serve in the Sacred Ministry of your Church. Bless your people in this congregation who by word and example aid your servant, _____, in learning to practice the principles of ministry that have been taught in seminary. Grant as we diligently work together, submitting ourselves in obedience to your Son and guided by your Spirit, that our lives may be enriched and our ministries fulfilled with joy -- to the glory of your Name. Amen.

The Apostle Paul writes, "People have different gifts, but it is the same Spirit who gives them. There are different ways of serving God, but it is the same Lord who is served. God works through different people in different ways, but it is the same God who achieves God's purpose through them all."

(1 Cor. 12:4-6)

It is the task of the intern, under the direction of the supervising pastor, to be fully involved in the life and work of ministry in this congregation, so that you may obtain experience in the practice of pastoral ministry. You are a learning colleague in this ministry.

Congregational leader: I ask you, _____, are you willing to assume your partnership in ministry here and will you seek under God's guidance to fulfill that ministry to God's glory? If so, answer, "I am ready. May God help and empower me in this ministry."

Intern: I am ready. May God help and empower me in this ministry.

(The congregation will rise.)

Presiding Minister: It is your opportunity as members of this congregation to accept this intern as a worker within our congregational ministry, to invite and welcome _____ into your homes, and in every way strengthen and encourage him/her in this year of service.

Congregational leader: Now I ask you, will you receive this servant of God as a laborer in the Gospel of Christ and uphold and support _____ in every way? If so, answer, "Yes, with God's help."

Congregation: Yes, with God's help.

Presiding Minister: Almighty God, by whose call we are at work, bless and empower us in our ministry together.

Let us pray: Almighty God, we ask you to bless this congregation, and to offer your continual help to those who labor in it in your love and service; grant us your spirit, power and wisdom, steadfastness of faith, and hope for all good things; through Jesus Christ our Lord. Amen.

We do not recommend using the term "Installation Service" since that may lead the congregation to believe the intern is an ordained pastor.

With a slight change in terminology/wording, other services from the LBW Occasional Services would be appropriate.