THE LAY TEACHING COMMITTEE HANDBOOK

Perkins Intern Program
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RESOURCES FOR THE LAY TEACHING COMMITTEE ARE FOUND AT THE PERKINS INTERN PROGRAM WEBPAGE
So I’m on this Lay Teaching Committee . . .

WHAT HAVE I GOTTEN MYSELF INTO?
Chapter 1:

The Ministry of Supervision
WELCOME TO THE MINISTRY OF SUPERVISION!

You are perhaps wondering about your invitation to serve in this important role. Why was I chosen? Am I qualified? Do I bring the appropriate knowledge to the table to be of any assistance to this seminary-trained theologian?

You have been chosen for this work because you can offer this intern insights into ministry from the perspective of the laity. You will give feedback on how sermons and teachings are heard and received. You will share what you see as the growing edges of ministry for the intern. You will help the intern develop the practice of thinking things through in a way that considers not only what is said and done, but also how those things are experienced and perceived by the folks in the pew or the people they work with through the agency they serve.

Be assured that you were chosen because your pastor has seen in your life a baptism that has been both “lived out of” and “lived into.” You have been chosen because you are in ministry already. You have much to offer this student!

The mission of Perkins School of Theology is to “prepare women and men for faithful leadership in Christian ministry.” As a lay member of a congregation, you hold valuable insight into what healthy and effective Christian ministry looks like and feels like. The agenda of your work on this Perkins School of Theology Internship Lay Teaching Committee is singular: to assist this particular intern to achieve her or his learning goals for ministry competencies. You—along with the faculty supervisor, the mentor pastor and the mental health consultant—are a vital part of the internship.

Your work may be likened to ripples created when a pebble is dropped onto the calm surface of a pond. Sometimes the ripples are short-lived. At other times the ripples seem to move out an amazing distance and to last an amazing length of time. Your work will produce ripples in this world long after the end of the internship. These ripples will continue across this student’s life and ministry, which means that they will make their way across every congregation and/or agency the student will serve.
THE INTERNSHIP COURSE

STATEMENT OF PURPOSE

The aims of the Internship Course are based on an understanding of the Gospel, the Church and the mission of Perkins School of Theology.

The Gospel, testified to by the various voices of Scripture and Tradition, is the proclamation that God has created this world and continues to bless it with life and well-being. 1 God’s blessing is peace and justice and human flourishing. 2 God continues to overcome everything that distorts and destroys life and wholeness. 3 This Gospel, decisively embodied in Jesus Christ, embraces the totality of creation: the personal and the social, the spiritual and the secular, the present and the future.

The Church is called by God to be the community of those who commit themselves in the name of Jesus to embodying God’s life-giving Gospel in their own lives and to advocating the divine blessing/justice for the whole creation in a way that confronts the concrete issues of power, economics, class, gender, and race. 4

The primary mission of Perkins School of Theology is “to prepare women and men for faithful leadership in Christian ministry.” 5

The purpose of the Internship Course is to enable students to participate in and reflect upon ministry experiences and their contexts so as to provide resourceful, faithful Christian leadership in the world. To achieve this, students are placed in a variety of supervised settings. Students will receive various forms of supervision on the performance of ministry in fulfillment of learning goals and on their personal reflections.

This course seeks to realize this purpose by assisting students to develop several competencies. These competencies are organized in three categories: Be Aware, Think Theologically, and Lead Faithfully. The complete description of all the required competencies is contained in this curriculum guide.

1 Gen. 1:28; 12:1-3; John 10:10
2 Ps. 85:10-13; Amos 5:24; Luke 4:16-21
3 Isa. 61:8; Amos 5; John 1:1-5; Rev. 21:3-4
4 Matt. 25:31-46
5 Perkins 2016-2017 Catalog, p. 13
So I’m on this Lay Teaching Committee . . .

WHO ELSE IS IN THIS WITH ME?

Chapter 2:
The Supervisory Circle
THE INTERNSHIP TEAM

Lay Teaching Committee
Mentor Pastor On-Site Supervisor

Consultant
Intern Faculty

The Intern
THE LAY TEACHING COMMITTEE

The Composition of the Lay Teaching Committee

The lay teaching committee comprises six to eight persons committed to the congregation or agency and the mutual learning process of an internship. The members should reflect the composition of the congregation or agency.

In church or agency staff internships, the mentor pastor (or on-site supervisor, if the mentor pastor is not at the placement site) usually selects the persons to serve on the lay teaching committee, with input from the student if he or she is already on staff. Student pastors who are appointed as sole pastor of a student charge select the members of the committee from their congregation(s). If the internship is a dual placement in which the intern will serve two entities, approximately half of the committee members should be drawn from each. Together they represent a single committee.

Those choosing the committee members should remember that the lay teaching committee does not serve the same function as the Pastor-Parish Relations Committee or Personnel Committee and should not be identical to that body.

Persons who will work most effectively on this committee are persons who

- Know and are committed to the church and its mission in the local congregation, the community, the denomination, and the world
- Have a sense of their own baptismal call to ministry in the church and the world and of their own distinctive gifts for fulfilling that ministry
- Recognize the importance of accountability in the church—their own and that of others
- Are able and willing to invest the necessary time and energy in helping the intern to learn and grow
- Can be open to the uniqueness of the intern—her/his gifts for ministry, vision of the church, ways of doing things
- Appreciate the importance of mutual trust in personal relations and conversations
Responsibilities of the Lay Teaching Committee

There are four primary areas of responsibility for the lay teaching committee.

A. Support

- By praying regularly for the intern
- By working to be sensitive to the intern’s several “worlds”: pastoral responsibilities, academic requirements, professional relationships, and family life
- By demonstrating concern for the intern’s family and/or important relationships
- By interpreting for the congregation and staff the purpose of the internship and the student’s role and responsibilities within it
- By making the intern feel welcome to share her/his faith story with the committee

B. Involvement

- By finding time and situations to observe the intern engaged in ministry
- By participating in some aspects of the intern’s ministry
- By reading carefully all written reports provided by the intern
- By supporting the intern’s ministry in the congregation
- By assisting the intern in the formulation of Revisions 1 and 2 of the Learning Covenant

C. Feedback

- By attending the regularly scheduled meetings of the lay teaching committee
By preparing for these meetings by reflecting on their experiences with and observation of the intern and reviewing any written material prior to the meetings

By sharing with the intern their honest, constructive opinions on the intern’s work in fulfillment of the required competencies

By assuring the intern that feedback conversations are privileged communication and will not be shared with anyone outside the internship team

D. Evaluation

By attending all evaluation sessions, normally the Ninth Week Evaluation, the Midpoint Evaluation Conference and the Final Evaluation Conference

By sharing with the intern and the faculty supervisor their frank assessment of the intern’s strengths and areas of need

By responding in writing to evaluation material provided by the faculty supervisor

The Chairperson of the Lay Teaching Committee

A. Selecting the chairperson

The chairperson of the lay teaching committee is selected from the committee members. If the mentor pastor has named those members, he or she may also request a particular individual to serve as chair. When this is not possible, the chairperson is chosen by the committee after the Perkins intern faculty supervisor has conducted the lay teaching committee orientation early in the internship. A chairperson must be named by no later than the second meeting and must be among the members who attended the orientation.

In some cases, a congregation may have recently been a teaching partner in the Perkins intern program and will have some members on the committee who are familiar with the process. Even if the chairperson is chosen from this more experienced group, he or she is still required to attend the orientation led by the Perkins intern faculty.
In full-time student pastor internships in which the members of the committee are drawn from both the student’s charge and the mentor pastor’s charge, the chair of the committee is normally a member of the student’s charge. The chair of the committee does not have to be a member of a major administrative entity in the church, e.g., PPRC or Personnel Committee, as these serve a different function than the lay teaching committee.

B. Qualities of an effective chairperson

An effective chairperson is one who exemplifies the qualities desirable in all the committee members as described earlier. In addition, the chairperson should be one who

- Respects differing opinions
- Understands small group dynamics
- Possesses good organizational and communication skills
- Supports the learning structures of the Perkins Intern Program and the seminary and is willing to invest the time and energy to learn the intern program process
- Appreciates the importance of mutual trust in personal relations and conversations and keeps that value before the committee
- Understands the importance of the committee’s honest and constructive feedback to the intern’s learning

C. Responsibilities of the chairperson

In addition to sharing in the four primary areas of responsibilities of the committee (support, involvement, feedback, and evaluation) already described, the chairperson’s specific responsibilities include:
- Scheduling and attending all committee meetings
- Learning about the internship process and becoming familiar with the Course Competencies
- Assisting the intern in the formulation of the intern’s learning covenant’s revision 1 and 2
- Reading the intern’s learning covenant and offering feedback
- Being available to meet with the intern between meetings, if necessary
- Working with the intern to create the lay committee’s agenda for each meeting
- Guiding the discussion at the committee meetings around the required competencies and/or ministry experiences
- Observing the intern in different ministries and encouraging others to do the same
- Participating in all evaluation sessions
- Sharing in any community ritual of receiving and/or sending forth of the intern
A TYPICAL LAY TEACHING COMMITTEE AGENDA

1. Prayer or devotional

2. Check-In

3. Review of feedback from last meeting, if needed (5 min.)

4. Feedback Session
   a. Intern offers self-assessment of the ministry experiences and competency achievements.
   b. Lay teaching committee members offer feedback on the same ministry experiences and competency achievements.

5. Concluding questions to intern
   □ What have you heard?
   □ How do you feel?
   □ What ministries and competencies will we focus on for the next meeting?

6. Confirmation of next meeting date, time, and place

7. Sending forth with prayer

* A typical lay teaching committee meeting will last 60 to 90 minutes. *
GUIDE FOR SETTING LAY TEACHING COMMITTEE AGENDAS

WEEK ONE

*The Lay Teaching Committee Orientation*, led by the faculty supervisor(s): The committee receives and/or reviews the Intern’s Learning Covenant.

WEEKS THREE AND SIX

*Focus:*

The Intern’s Learning Covenant

*Preparation:*

1) Receive and read the Learning Covenant.

2) Observe the Intern’s work in the congregation and/or agency whenever possible.

3) Converse with the Intern regarding the Learning Covenant’s tasks, goals and competencies.

*Meeting Agenda:*

Feedback Session

1) Intern offers self-assessment of the ministry experiences and competency achievements.

2) Lay teaching committee members offer feedback on the same ministry experiences and competency achievements.

WEEK NINE

*Focus:*

*The Ninth Week Evaluation*

*Preparation:*

The lay teaching committee members will read the Perkins Intern Evaluation Form found in Appendix B and will come prepared to share feedback with the Intern.
Meeting Agenda

1) The lay teaching committee chairperson will guide the feedback session using the Perkins Intern Evaluation Form.

2) The lay teaching committee chairperson will appoint a recorder for the feedback session who will take notes.

3) The chairperson will submit this form to the faculty supervisor.

WEEK 13 AND FOLLOWING...

The Lay Teaching Committee will meet every four weeks beginning in Week 13 until the end of the internship.

Focus:
Feedback Session

1) Intern offers self-assessment of the ministry experiences and competency achievements.

2) Lay teaching committee members offer feedback on the same ministry experiences and competency achievements.

The Midpoint and Final Evaluations will be guided by the faculty supervisor. All members of the lay teaching committee participate in these important evaluations.
THE MENTOR PASTOR

The **mentor pastor** is the professional person within the placement who has primary supervisory and teaching responsibility to the intern. The mentor pastor’s role is fundamental to an effective process in which productive learning can occur.

The mentor pastor is responsible for attending the lay teaching committee orientation, all evaluation conferences, and two additional meetings of the lay teaching committee.

THE ON-SITE SUPERVISOR

In placements where the intern is not placed in the context with the mentor pastor, an **on-site supervisor** will be responsible for supervising the intern's day-to-day work and insuring the student is given the necessary opportunities to achieve the required competencies.

The on-site supervisor may select or aid in the selection of the members of the lay teaching committee and is responsible for attending the lay teaching committee orientation, all evaluation conferences, and two additional meetings of the lay teaching committee.

THE CONSULTANT

Most interns meet regularly with their peers in an Internship Seminar under the leadership of a **consultant** who is a specialist in the field of mental health or human behavior. These professionals are an important part of the internship supervisory team. They assist the interns in integrating the personal and professional dimensions of their lives and provide non-therapeutic consultation on issues that arise throughout the internship such as, but not limited to, intrapersonal awareness, life changes/stressors and conflict facilitation.

Consultants also meet with mentor pastors as part of the Mentor Pastor Colloquy supervisory support conferences and consult in appropriate ways with the faculty supervisor as needed.
THE TEACHING CONGREGATION OR AGENCY

When the placement is in a local church or agency, it becomes the *teaching congregation* or *teaching agency* for the intern. The financial and time commitments of the congregation or agency are spelled out in the placement agreement. Desirable characteristics of a teaching congregation or agency include:

- Member involvement and participation in worship, education and program
- A commitment to the principle of open itinerancy and equal opportunity without regard to gender, race, ethnic origin or age
- A sense of mission, both locally and worldwide
- A positive attitude to the denomination as well as to the ecumenical community
- A record of fulfilling its responsibility for denominational apportionments
- The financial resources to fund the required minimum internship stipend. (Limited subsidies are available when necessary). In student pastor internships, salaries replace stipends.
- A willingness to invest time, resources, energies and self in the intern.

It is important that the congregation or agency be given an opportunity to celebrate the presence of the intern and to affirm its role as a teaching congregation.

This is appropriate even if the intern has already been employed in that setting prior to the internship. Typically, a good occasion for this is in a worship service. Mentor pastors and teaching congregations are encouraged to develop their own liturgy for this time of welcome and celebration. At a minimum it will probably include:

- A brief word of introduction to the Perkins Intern Program and the congregation’s designation as a teaching congregation
- The presentation or introduction of the intern either by the mentor pastor or the chairperson of the lay teaching committee
- A response by the intern
- Word of welcome or reception by the entire congregation
- A prayer acknowledging gratitude toward and dependence upon God for this new ministry
So I’m on this Lay Teaching Committee . . .

WHAT DO YOU MEAN BY “SUPERVISION”?

Chapter 3:
Supervision in Action
OUR THEOLOGICAL UNDERSTANDING OF VISION SHARING

The Perkins Intern Program is a program of supervised learning. While each intern is ultimately responsible for her/his own learning, the quality of that learning is directly influenced by the quality of supervision that a student receives during the internship.

But what do we mean by supervision? There are many ways to understand it, but one way of thinking about it is to focus on the key element of “vision,” of vision in the sense of seeing, perhaps for the first time, as seeing more fully or deeply, vision in the sense of discerning and understanding something important. Supervision can be understood as a process whereby people help each other to greater vision, that is, to seeing more fully and more deeply.

The lay teaching committee’s role is to share its vision of ministry with the intern through support, feedback, involvement and evaluation. Each of us has a vision of God or Christ, of what it means to be a Christian, of what the church is and ought to be, of the kind of world God desires, and of what it means to be an ordained minister. Everyone’s vision is partial and requires the vision of every other member of the Body of Christ.

Jesus practiced supervision with his disciples. The Gospels report how Jesus called persons to follow him into ministry (Mt. 4: 18-22; 9:9), authorized and trusted them to do ministry (Mt. 10:1-42), instructed (Mt. 11:1), criticized and corrected (Mk. 9:1-29), interpreted and rejoiced in what was happening in ministry (Lk. 10:17-20) and prayed with them (Jn. 17:6-19). Jesus promised not to abandon them (Mt. 28:20). Jesus’ vision was complete. It is the super-vision of Jesus that judges and blesses the church.

The intern brings to internship her/his vision of the church and its ministry. The other members of the internship team are asked to share their vision of the church and its ministry with the intern in order that the intern’s own vision can expand and become clearer, more complete, and thus empower the intern for better service to God and God’s people.
TRUST AND THE FEEDBACK PROCESS

The feedback process requires healthy trust among and between all parties. This process has two facets that are equally important. The first is clearly defined parameters of confidentiality among all parties. The second is a commitment to regular attendance at meetings designed to foster trust and relationships.

THE IMPORTANCE OF TRUST

The purpose of all conversations among the intern, mentor pastor, lay teaching committee, consultant and faculty supervisor—that is, the internship team—is to foster the growth and learning of the intern in her/his pastoral identity. Such conversations are by their nature very personal and are thus most helpful when they take place in a setting in which all of the persons involved trust each other. Therefore, the content of these conversations should not be shared with anyone who is not a member of this internship team. To do so would be a serious violation of trust.

In certain exceptional cases a member of the team may conclude that in order to avert harm—whether to the intern, some other member of the internship team, or other persons in the church or community—s/he must share something that was said or learned in such conversations with someone who is outside the team. This should only be done after a great deal of thought, prayer and consultation. Such a decision should be discussed both with the intern and the faculty supervisor and/or the consultant in order to ensure that communication with persons outside the circle of trust is done in the most responsible and helpful way.
The lay teaching committee provides the intern with feedback in many individual and informal ways as its members experience the intern performing ministry in the congregation. Each member is encouraged to observe the student progressing through the Learning Covenant competencies.

The committee’s formal supervision occurs primarily in its regularly scheduled meetings with the intern. In order to discuss all necessary areas of ministry during the period of the internship and to be good stewards of the committee’s time, the chairperson and intern should confer in advance of each meeting to work out an agenda.

Trust is fostered by a constant and dependable flow of information between the intern and committee members. This is known as a feedback system. A useful way to understand feedback is to think of it as a mirror which reflects back to the person an image of how they are being experienced by others.

Giving feedback is a skill that can be learned and developed. For feedback to be received it is important that it be heard and that it be understood. The following pages offer some guidance in giving constructive feedback.
### SOME TIPS FOR GIVING FEEDBACK

Often we hesitate to say to another person what we are thinking and feeling. There are various reasons why we keep our thoughts to ourselves, some of them justifiable and wise, but other times not so justifiable and wise. When you think about sharing your own thoughts and feelings with the intern, perhaps the following ideas can help.

**WHEN YOU WONDER**

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<tr>
<th>Why should I share my thoughts and feelings?</th>
<th>THINK ABOUT</th>
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<tr>
<td>How truth can set one free.</td>
<td>How your sharing is a form of service to God and the church</td>
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<td>How the intern can’t read minds and is depending on you for information s/he can’t get anywhere else.</td>
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<th>How do I know what to share?</th>
<th>THINK ABOUT</th>
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<td>Your own experience is unique and important.</td>
<td>No one sees things just exactly like you do.</td>
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<td>Whether or not it is important to anyone else, if it is important to you, it is important for the intern to know.</td>
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<th>How should I say it?</th>
<th>THINK ABOUT</th>
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<tr>
<td>Not being harsh or judgmental — but saying “My experience of you is …” or “From my point of view …”</td>
<td>One can speak the truth in love.</td>
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<th>What shall I comment on?</th>
<th>THINK ABOUT</th>
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<td>What you liked or found helpful.</td>
<td>What bothered you in something the intern said or did.</td>
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<tr>
<td>Comment on specifics, not generalities.</td>
<td>Anything that occurs repeatedly.</td>
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<td>Anything everyone else seems to be missing or ignoring or trying to avoid.</td>
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<th>Will I hurt the intern’s feelings?</th>
<th>THINK ABOUT</th>
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<tr>
<td>Trusting the intern to be an adult and interested in learning even from mistakes.</td>
<td>How the intern may be hurt by not hearing what you have to say.</td>
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Another common hesitation by some lay teaching committee members is summarized in this one sentence: “As a layperson, what can I possibly tell a seminary student?” Or: “As a layperson, what do I possibly have to tell my pastor?”

The answer is: PLENTY!

Take a few minutes and share with one another how you would complete the following three sentences.

1. I have the hardest time giving a constructive criticism when…

2. The last time I had occasion to share some important feedback with someone I…

3. I best receive criticism when…
THE TEN COMMANDMENTS FOR FEEDBACK

Whether one is giving or receiving feedback, its value is enhanced when…

1. …it is one part of a caring relationship. An atmosphere of trust makes it easier to speak candidly and hear clearly. Feedback is more effective when given in the context of life together: worship, work, study, discussion, play and prayer.

2. …it includes affirmation as well as criticism. We learn and grow from positive as well as critical feedback.

3. …it focuses on behavior. It is seldom helpful to criticize the intentions or motives of other people, as they are the only ones who know these things. Nor are they likely to respond well to what they perceive as attacks on them personally. Thus it is important to focus feedback on what a person actually does or how s/he behaves.

4. …it is specific. It is important that the person receiving feedback be able to recall the specific act or behavior under discussion in order to be able to look at it and reflect on it in light of what is being said. Talking about generalities or hypothetical situations is less helpful.

5. …it is non-judgmental. Persons tend to become defensive and close up when they feel judged. Feedback is most helpful when given in an objective and factual manner without labels such as “good” or “bad,” “wise” or “dumb,” etc. Sincere and objective feedback encourages sincere and objective reception of it.

6. …it is “owned” by the person giving it. Though there is a place for sharing what we hear other people saying, the most helpful feedback is that which we are willing to offer as our own experience. “I experienced” and “I felt” carry great authority for someone engaged in learning to minister to human beings.
7. …it is shared in a group. Others can share or correct our perceptions of another person’s acts or behavior. Moreover, when a learner hears similar things from various members of a group, it is more difficult to dismiss or avoid what is being said. Various perspectives contribute to the objectivity of the feedback.

8. …it is timely. The nearer the feedback can be to the incident being discussed, the better. When weeks or months pass before feedback is offered, it may be more difficult for a person to recall clearly what actually happened or what was said. Meetings for feedback should be frequent and regular.

9. …it is free from “hidden agenda.” It is rarely helpful to communicate information or feelings not immediately and directly related to the specific incident under discussion. To clothe anger about one thing in the language of feedback about something else confuses everyone and can hinder learning. The same is true when we attempt to criticize one person by evaluating the behavior of a different one, e.g., criticizing the performance of a pastor by criticizing the work of his/her intern.

10. …it is received and used. The person receiving the feedback is responsible for hearing and making use of the feedback, and the quality of the reception and use will eventually affect the quality of the feedback offered. Sincere and rigorous appreciation will encourage continued and improved feedback.
So I’m on this Lay Teaching Committee . . .

Okay, so what exactly will I supervise?

Chapter 4:
The Intern’s Work and Learning
THE LEARNING COVENANT

The Intern Program values interns as adult learners who are responsible for their growth and learning. The Internship Course is designed to maximize the interns’ creativity, build on their experience and vocational goals, and encourage them to pursue the learning opportunities their particular internship sites offer.

The Course Competencies will guide the interns to develop learning goals and the corresponding tasks they will perform during internship. A successful internship is measured by how well interns have addressed each of the competencies based on their own learning goals and how they have fulfilled the minimum requirements of the course.

The interns will write a Learning Covenant to guide their work throughout the internship and will have two opportunities to make revisions to it. Revision 1 will be written after the Ninth Week Evaluation of the intern’s work and learning, and Revision 2 will be written after the Midpoint Evaluation Conference. The two formal revisions will allow interns to redirect their activities as they reframe goals to help them achieve a successful internship.

The Learning Covenant has three interrelated components—Course Competencies, Tasks and Learning Goals. The Course Competencies (Appendix A) are organized under three subheadings: Be Aware, Think Theologically and Lead Faithfully. In order to fulfill the requirements of the course, interns are asked to demonstrate how well they have addressed each of the competencies. The Tasks are the work and responsibilities interns will implement during the nine-month internship relating to each competency. These are identified in consultation with the teaching congregation. The specific Learning Goals will help interns achieve the Course Competencies and correspond to the interns’ tasks and responsibilities. These learning goals will make each competency particular to the intern’s vocational goals, prior successes and struggles in ministry, and the opportunities the internship site presents.
WRITING THE LEARNING COVENANT
PART ONE

1. Students meet with the mentor pastor (and on-site supervisor, if applicable) on or before the first day of internship and receive recommended ministry activities for the internship.

2. At the Intern Orientation in August, students will bring the ministry activities recommended by the mentor pastor and write the Learning Covenant in consultation with faculty.

3. The intern will collect signatures from the intern faculty and mentor pastor approving the Learning Covenant and will distribute copies to the lay teaching committee.

4. The lay teaching committee will meet with the intern every three weeks up to the ninth week of the internship at which time they will offer the intern written feedback and submit this to the faculty supervisor. The schedule will be as follows:

   **Week 1:** Lay Teaching Committee Orientation

   **Week 3:** Lay teaching committee meeting

   **Week 6:** Lay teaching committee meeting

   **Week 9:** Lay teaching committee Ninth Week Evaluation meeting for first formal feedback and written evaluation

   **After Week 9:** Monthly lay teaching committee meetings with the intern until the end of the internship to review progress in the activities and goals set out in the Learning Covenant. Dates for the Midpoint and Final Evaluations will be scheduled in consultation with the Perkins faculty supervisor.
The first revision of the intern's Learning Covenant is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson between the ninth and eleventh week of internship. The intern will write the revision after receiving formal evaluation of his/her work during the first eight weeks of internship. Revision 1 will integrate the feedback and also add new learning goals corresponding to the Course Competencies (Appendix A) that were not addressed in the first eight weeks of internship.

The lay teaching committee and mentor pastor will meet separately with the intern in the ninth week of internship for a formal evaluation of the student’s activities and achievement of competencies based on the Learning Covenant. The lay teaching committee and mentor pastor will use the evaluation forms provided by the Perkins Intern Program to guide their discussions with the intern. Immediately following the evaluation sessions, the committee chairperson and the mentor pastor will send the completed evaluation forms to the faculty supervisor.

Revision 1 of the Learning Covenant is due to the faculty supervisor no later than the eleventh week of internship. The faculty supervisor will set the exact date that Revision 1 will be distributed to all team members.
WRITING THE LEARNING COVENANT
PART THREE
Revision 2 of the Learning Covenant

The intern will use the information gained at the Midpoint Evaluation to write a second revision of the Learning Covenant. Revision 2 will integrate the feedback and also add new learning goals corresponding to the Course Competencies that have not yet been addressed during the internship. It also includes any Course Competencies the intern desires to continue to address.

Revision 2 of the Learning Covenant is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson at the end of the first week of January. The faculty supervisor will set the exact date that Revision 2 will be distributed to all team members.
So I’m on this Lay Teaching Committee . . .

**HOW WILL IT ALL END?**

Chapter 5: Evaluating and Closing the Internship
The word “evaluation” is used in this course in a very specific sense. Obviously, it never implies a judgment about the “value” or “worth” of any person. It is separate from any decisions regarding ordination by the church. A successful internship is measured by how well interns have addressed each of the competencies based on their own learning goals and how they have fulfilled the minimum requirements of the course. In this course there are ninth week, midpoint and final evaluations. The intern is always present for lay teaching committee meetings and formal evaluation sessions.

The designations used in evaluation are:

- **Pass**: The faculty supervisor has determined the intern has satisfactorily met the requirements of the course.

- **Incomplete**: The intern has not completed the requirements of the course. Unfinished work may be completed and/or reservations resolved if the intern completes or repeats some aspect of the program in a satisfactory manner.

- **No Credit**: The intern has demonstrated a lack of aptitude, interest, or willingness to fulfill the stated requirements of the course.

The faculty supervisor, in accordance with University policy, makes the final decision on whether or not the intern has satisfactorily completed the course.
The faculty supervisor guides all internship evaluations and will make adjustments to the guidelines listed below, as appropriate.

**The Ninth Week Evaluation**

The lay teaching committee and mentor pastor will meet separately with the intern in the ninth week of internship for an evaluation of the student’s activities and achievement of competencies based on the Learning Covenant. The faculty supervisor will offer guidance in the use of the Perkins Internship Evaluation Form (Appendix B).

**The Midpoint Evaluation**

In preparation, the intern will write a self-evaluation paper based on a set of guiding questions in the Intern Handbook and distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor *at least five days prior* to the Midpoint Evaluation. The lay teaching committee and the mentor pastor may be required to prepare a written assessment for this meeting.

The intern will use the information gained at the Midpoint Evaluation to write Revision 2 of the Learning Covenant. Revision 2 integrates the feedback and also adds new learning goals corresponding to the remaining Course Competencies. It also includes any Course Competencies the intern desires to continue to address.

This second revision is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson on a date agreed upon in consultation with the faculty supervisor.

**The Final Evaluation**

The Final Evaluation will assess the intern's overall growth and learning during the internship. The faculty supervisor guides this process in order to submit the final grade. The faculty supervisor will collect documents from the intern, the lay teaching committee, and the mentor pastor.

1. The intern will write the Final Self-Evaluation Paper based on a set of guiding questions in the Intern Handbook and will distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor *at least five days prior* to the Final Evaluation.
2. The mentor pastor will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.

3. Each lay teaching committee member will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.
CLOSING THE INTERNSHIP

We have talked about getting started, working the process month by month, and evaluating the student during the internship. We have now come to the end of our journey together. As the internship nears its closing date, it is time to think about how to mark the conclusion of this experience for the lay teaching committee, the intern, and the teaching congregation. If your student is moving on to another congregation or agency or heading back to campus to finish other course work, it is healthy to celebrate the place she or he has held in the life of your ministry. You will have shared a lot of living over the course of the internship. Relationships have been forged and experiences shared. There is much to mark and celebrate. Even if the student remains on staff with you, his or her role will change from an intentional, educational process that is all about the intern’s learning to a role of leadership and service that is evaluated and supervised in different ways. This transition too should be noted.

The committee might want to mark the conclusion of the internship with an informal dinner or a party. (This is most appropriate at some time following the formal evaluation conference but before the intern’s contracted closing date.) Some committees have asked if they might give the student a farewell gift, and that is perfectly acceptable. You will definitely want to find a way to recognize the conclusion of the internship in worship. Just follow your heart. You will know what ‘fits’ your life together.

Thank you for your service to Christ and the Church. Thank you for investing your life in this student. And thank you for partnering with Perkins School of Theology in its mission to “prepare women and men for faithful leadership in Christian ministry.”