

WARTBURG THEOLOGICAL SEMINARY

2020  
GUIDE FOR THE INTERNSHIP

# Lay Committee



WARTBURG THEOLOGICAL SEMINARY

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LAY COMMITTEE GUIDE



# WELCOME

BY REV. DR. CHAR RACHUY-COX  
DIRECTOR OF CONTEXTUAL EDUCATION

## **Dear Partners in Ministry,**

We are grateful that you have answered God's call to serve the Gospel for the sake world. We are especially grateful that you have responded to God's call to be a part of a teaching and learning experience for an Intern in formation for ministry. On internship, ministry candidates both learn by doing and become by being. They learn how to do the tasks of ministry by actively doing those tasks. They also learn how to embody of the office of ministry to which they are called by being in that role in a supervised capacity.

Interns, ministry sites, and supervisors walk together in the experience of formation through both action and reflection.

This Handbook has been prepared as a guide in that process for Interns, supervisors, and other interested persons. There is a separate handbook for Lay Committees. We are grateful for the wisdom that is shared among the ELCA seminaries in preparing this material. All material in this Handbook may be duplicated and distributed as needed throughout the internship experience.

We hope that you see yourselves as partners with us in theological education. Please feel free to be in touch if you have any questions, concerns, or celebrations that you would like to or need to share. We thank you for your commitment of time, energy, money, and other resources that you devote to the internship program.

# Wartburg Theological Seminary Mission Statement

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.

## Embodying Wartburg Seminary's Mission Statement

Our 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?

# Twelve Pastoral-Diaconal Practices

## The Outcomes and Expectations of Wartburg

### **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 and forms community (koinonia) for God's mission (diakonia) in the world. Exercises faithful worship preparation and evangelical preaching.

**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.

### **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 non-anxious 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.

### **Practice of Pastoral Concern:**

Loves God's people with a "pastor's heart," demonstrating a generous spirit in relating to others. 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, 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.**

### **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.



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# Internship



FORMING  
VALUED  
LEADERS

The Lay Internship Committee gives special attention to the internship program and the Intern's formation for ministry. The Lay Internship Committee (LIC) is an essential part of the internship program.

# The Purpose of Internship

You have been chosen by your congregation to serve on the Lay Internship Committee (LIC). You have an important role. You have been asked to be a part of the pastoral or diaconal formation of the Intern who will be serving with you and among you in preparation for rostered ministry. This guide is dedicated to you.

The purpose of internship is to provide pastoral and diaconal candidates a learning context in which they can engage in the practice of ministry, integrate what they have learned in an academic context with practical experiences, and reflect upon the quality of their involvements under the direction of a supervising pastor and lay internship committee.

Internship provides congregations the opportunity to engage with the wider church by serving as teaching and learning contexts for students in formation. It also provides congregations with a way to enhance and extend their ministry through the gifts of an Intern. Additionally, internship carries the responsibility of providing honest and compassionate evaluation of an Intern's abilities, competencies, and growing edges.

We hope this handbook will assist you as you carry out these responsibilities. We want you to see yourselves as partners with us in providing excellent theological education for our church and its future rostered leaders. Please call or write as questions arise. We thank you for the investment of time, energy, and money you devote to Wartburg's internship program.

# The Theological Framework for Internship

Chosen Sent Mentored Formed

## Chosen

John 15:16, Jesus says to the disciples,

***"You did not choose me, but I chose you."***

The call to ministry is initiated by Jesus, for God's purposes.

Through Holy Baptism, we are chosen by God. In such a way, all the baptized are called to ministry for the sake of the world. The call to rostered ministry grows out of this common baptismal identity. Internship is a fundamental component of God's call to rostered ministry.

Through a prayerful process of matching, your congregation and your Intern have been chosen for each other. Your congregation has been chosen to be a teaching and learning site for your Intern, and your Intern has been chosen to learn and be formed with and among you. We believe that this choosing is rooted in our common baptismal call and identity.

## Sent

I John 20:21, Jesus says to the disciples,

***"Peace be with you. As the Father has sent me, so I send you."***

Through the call to ministry, God sends God's people out with God's creative and redeeming word for all the world.

This sending for the sake of God's work in the world comes in the tradition of Moses – sent to save God's people from bondage in Egypt. It comes in the tradition of the prophets – sent with God's message for God's people in particular times and places. It comes in the tradition of Jesus – sent from heaven to dwell among us and save us from our sins. It comes in the tradition of the disciples, commissioned by Jesus to continue Jesus' work as new creations equipped with the Spirit.

Your Intern has been sent to you for the sake of formation for ministry to continue God's work in the world.



## Mentored

1 Samuel 3:1a,

***"Now the boy Samuel was ministering to the Lord under Eli."***

The story of Eli and Samuel in 1 Samuel 3 portrays mentoring for the sake of calling. In the context of the relationship, Samuel is mentored by Eli. Through this mentoring, Eli offers Samuel guidance to understand his call. Samuel is able to hear and respond to this guidance, because their relationship is one of trust. Eli gives Samuel the freedom to become who God is calling him to become, even if that means that Samuel becomes greater than Eli.

As a LIC, you will mentor your Intern in this same way. It is critical that you form with your Intern a relationship of trust through which you can offer your Intern guidance, and in which your Intern has the freedom to grow into their own pastoral identity and cultivate their own pastoral imagination.

## Formed

Jeremiah 18:6,

***"Just like the clay in the potter's hand, so are you in my hand."***

Jeremiah 18 portrays the metaphor of the potter and the clay. Israel, like the clay, is a material of possibility that is formed by the potter, shaped and re-shaped to become the vessel that God intends.

The experience of internship is much like this on-going shaping and reshaping for the Intern. As the Intern grows through experiences, reflection, evaluation, and conversation, the Intern is shaped and re-shaped, building on strengths and alleviating flaws and growing edges. Much like the potter, the LIC, together with the supervisor and the whole congregation, help Intern to be formed into the vessel that God intends.

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# The Lay Internship Committee



## WHY IS THERE A LAY INTERNSHIP COMMITTEE (LIC)?

Pastoral ministry takes place among, with, and for people. In the New Testament the people of God are called Laos, from which the term "lay" is derived. Representatives of the Laos, therefore, are essential partners with a student in formation for ministry. The LIC helps the student see themselves and ministry through the perspectives of the lay people with whom they serve. The LIC offers insight from their individual and collective experiences while they accompany the student and share in the mutuality of ministry.

## What does the LIC do?

The role of the lay internship committee is an important one. It is a partnership that embodies a mutuality of ministry. They accompany the Intern during the internship. They offer feedback, complete evaluations, and give the Intern a point of view from the congregation.

To this end, the LIC and the Intern meet once each month throughout the internship experience. In these meetings, the LIC:

- Works with the Intern to develop ways for the Intern to get to know and serve with the congregation and for the congregation to get to know and serve with the Intern
- Discusses the Intern's work and progress toward fulfillment of the Intern's learning goals
- Identifies growing edges
- Celebrates successes
- Reviews growth toward competence in the essential areas of ministry
- Responds to the Intern's experience of failure and help the Intern learn how to grow through and from it

The Intern, in collaboration with the chair of the LIC sets the agenda for meetings. The agenda will most often be centered around essential competencies, learning service goals, and the Intern's experiences with the same.

## Who should serve on the LIC?

The size of the LIC varies with the size of the congregation. In smaller congregations, the LIC will have 3-5 members. In larger congregations, 6-10 members is an appropriate size. All members of the LIC should be committed to embodying the mutuality of ministry, accompanying the Intern in formation, and evaluating for the sake of growth and readiness for ministry.

LIC Members are:

- A cross-section of the congregation. Varied ages, backgrounds, vocations, and experiences.
- Faithful in prayer, a devotional and spiritual life, and worship.
- Good Listeners.
- Critical Thinkers.
- Compassionate and Empathetic spirits.
- Connected to the ministry life of the congregation.
- Understanding of the three primary expressions of the church – congregations, synods, churchwide.
- Theologically astute
- Understanding of the demands and expectations of ministry.
- Able to offer constructive criticism, not destructive critique.

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# The Responsibilities of The LIC



**SUPPORT  
CONNECTION  
ASSESSMENT**

The LIC carries out its work of partnership, accompaniment, mutuality, and evaluation through three interconnected responsibilities – support, connection, and assessment.

# Support

Provide Support for the Intern and the Intern's family by:

- Praying regularly for the Intern and the Intern's family
- Extending an ongoing welcome and hospitality to the Intern (and family)
- Introducing the Intern (and family) to essential components of the community, including by not limited to:
  - medical facilities
  - shopping
  - recreational opportunities
  - banking
  - grocery stores
  - library
  - places of particular community importance
- Getting to know the Intern and family
- If Intern is married and/or has a family, help them ease into their new surroundings.
- Discussing area schools and activities for children.
- Connecting the family to families in the church with similar interests. Where are the public parks and playgrounds?
- Actively participate in monthly meetings
- Maintaining confidentiality

## Connect

Provide a Connection between the Intern, the Congregation, and the Community by:

- Sharing with the Intern important information and perspectives about the congregation's life and ministry
- Sharing with the Intern important information about the community, community experiences, and culture
- Taking the Intern (and family) to events in the community
- Introducing the Intern (and family) to community people who can be helpful to them
- Participating in parts of the Intern's ministry
- Offering first-hand feedback on the Intern's preaching, worship leadership, and other ministerial practices
- Sharing perceptions of the Intern by yourself and others in the parish, based on concrete examples and experiences
- Relating theologically with the Intern by sharing your own understanding of God
- Relating spiritually with the Intern by sharing what your faith means to you
- Giving the congregational point of view regarding the Intern's ministry practices and ministerial characteristics

## Engage

Engage in on-going Assessment by:

- Providing regular feedback to the Intern through conversation and dialogue about the Intern's work ministry relationships, and ministry characteristics
- Identifying areas of competence
- Identifying growing edges and assist in developing plans for the Intern to grow toward competence
- Completing the Mid-Point and Final Internship evaluations



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# A Good Beginning



## HOW CAN THE LIC EMPOWER A GOOD BEGINNING?

Welcome and hospitality are important components of a good beginning for any internship. The LIC and Supervising Pastor work together to attend to Seven Keys for a Good Beginning.

# How Should The Congregation Address The Intern?

The title “Intern” or “Vicar” are appropriate designations for this role and function. The Intern should not be addressed as “Pastor” or “Deacon,” even in contexts where the Intern is serving as a Licensed Lay Minister or a Synodically Authorized Minister. The Intern is a student serving amid a formation process. Using the title “Intern” or “Vicar” helps all to remember this.

## Seven Keys To a Good Beginning

### 1. Pray

- For the Intern and family, the congregation, the supervisor, and the church.

### 2. Prepare for Day One

- See that housing is in order.
- See that the Intern’s office is ready.
- Make a plan to help the Intern move in, both at home and at the office.

### 3. Create a Welcome Plan

- Arrange for a pantry shower (for relocating Interns), a gas-card shower (for commuting Interns), or a hobby shower (for collaborative Interns).
- Plan for a “Service of Beginning” in worship.
- Plan for a “Meet and Greet” at the congregation.
- Check in with the Intern (and family) to make sure that the housing is adequate.
- Check in with the Intern to make sure that the office is adequate.

### 4. Take Care of On-boarding Essentials

- Assist the Intern in completing any necessary **paperwork** so that compensation can be received regularly and efficiently.
- Arrange for the Intern to have a **ministry site tour**. Remember to show the Intern where the light switches and restrooms are, as well as any other details unique to your context.
- Define the **security** responsibilities of the intern. Make sure that the Intern has the necessary keys. If there is a security system, provide the Intern with passwords and procedures. The Intern should have no greater responsibility for security than the pastor does.
- Provide **equipment training** and contact people for any equipment that will be essential to the Intern’s work. This may include, but is not limited to office equipment, audio-visual equipment, and sound system. Again, the Intern should have no greater responsibility than that expected of the pastor.
- Train the Intern and provide access to the **database and other records**. Access should be granted to all records that are essential for the Intern’s work.

## 5. Plan for Community Orientation

- Introduce the Intern to area schools. The Intern should be familiar with all the schools, especially where any children of the congregation attend. If there are additional schools at which members are employed, it is also helpful for the Intern to at least know the locations of these schools.
- Familiarize the Intern with **medical facilities and professionals**, including doctors, dentists, veterinarians, etc. These introductions are two-fold: the Intern will need to know this information to effectively serve among you. The Intern may also have a personal need for this information. It is important, however, for the Intern to be able to choose which professionals to use, without any congregational expectation or interference.
- Acquaint the Intern with **banking** information necessary for work, but also for personal needs.
- Introduce the Intern to **recreation** opportunities in the community and surrounding area.
- Identify locations for **shopping**. Include **grocery stores** on a community tour.
- Point out local **places of particular importance** that will help the Intern get to know the place, its story, and its people.

## 6. Review Essential Tools for the Toolbox

What does the Intern need to know about the following?

- Worship
- Meeting Schedules
- Visitation
- Sunday Morning Routine

Who can provide the Intern with other ministries unique to your context in the first two months with whom the Intern should engage with?

What are the essential conversations that the Intern must have that are unique to your context?

Who can introduce the Intern to the History/Polity/Piety of your context?

## 7. Make Key Introductions

- Staff
- Lay Leadership
- Key Volunteers
- Key Community People
- Story-keepers in the congregation and community
- Text Study
- Ecumenical/ Interfaith Colleagues

# The Lay Internship Meetings

## What Happens At LIC Meetings?

The LIC should plan to meet monthly with the Intern on a set schedule. The supervising pastor does not meet with the LIC. The agenda for meetings will be primarily set by the Intern, in collaboration with the chair of the committee.

The Learning Service Agreement, specific ministry experiences, and expected competencies form the basis for LIC meeting conversations. Topics should be “rolling and cumulative” with each area of competence attended to at multiple different meetings.

It is suggested that each meeting have a primary topic and secondary topics for conversation. Meeting agendas should be available in advance of each meeting, in a mutually agreed upon timeframe. It is suggested that the Intern plan primary agenda topics several months in advance to facilitate feedback. Tools such as Google Docs, Onedrive, or Dropbox can allow the whole committee easy access to meeting agendas, minutes, and other critical documents.

- Begin each meeting with scripture or a devotional reading and prayer, alternating the leading each time.
- Check-in with the Intern regarding both ministry and the Intern’s (and the Intern’s family’s) over-all adjustment and growth.
- Discuss the primary and secondary topics on the agenda. In addition to feedback, LIC members share their views on how a pastor or deacon ministers effectively in a given area.

Celebrate joys and successes; tend to sorrows and failures.

Reflect together on the mutuality of ministry. Committee members and Intern alike are encouraged to consider their own ministry and 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 or deacon 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.

# Topics to Cover

Over the course of a **Word and Sacrament** Intern's experience, we recommend that the LIC and Intern together consider the topics listed below:

- The call to ordained ministry
- Leadership
- Theological Articulation
- Leading Worship
- Preaching
- Teaching Adults
- Teaching Youth and Children
- Evangelism
- Pastoral Care
- Administration
- Stewardship Leader
- Leadership of Social Ministry
- Prayer and the Spiritual Life
- Stewardship of Life
- Raising up Leaders for the Church

Over the course of a **Word and Service** Intern's experience, we recommend that the LIC and Intern together consider the topics listed below:

- The Intern's primary area of specialization
- The Intern's secondary area of specialization
- Prophetic Diakonia
- Mutuality of Ministry
- Diaconal Leadership
- Social Justice
- Consider the Intern's ability to witness to the realm of God in the community, the nation, and globally and empowering others to do the same
- Theological Articulation
- Equipping Others
- Administration
- Stewardship Leader
- Prayer and the Spiritual Life
- Stewardship of Life
- Raising up Leaders for the Church

# "Rooted and Reaching"

## Will all of the Intern's formation experiences occur within our congregation?

The majority of the Intern's formation experiences will occur within the congregation or other ministry site to which the Intern is assigned. However, no one congregation or ministry can provide all of the experiences that might be valuable for a student's formation. Because of that, the internship is structured through the lens of "**rooted and reaching**."

What does "rooted and reaching" mean? The internship experience is rooted in the site to which the Intern is assigned. The internship site, therefore, is the primary context for the Intern's learning and formation, and the majority of the experiences will occur there. At the same time, the internship experience seeks to reach into opportunities beyond the primary context to enhance the Intern's learning and formation.

The questions below can help guide the Intern, the Supervisor, and the LIC as they think together about appropriate ways to craft an experience that is "rooted and reaching."

- What are the strongest areas for formation offered by this context?
- What are the weakest areas for formation offered by this context?
- What contexts for formation exist beyond the congregation?
- What competencies can only be partially fulfilled in this particular context?

Where there are gaps in formation possibilities, the Intern is encouraged to reach beyond the primary site to develop opportunities for growth in other contexts. Below are some examples:

Example 1: The internship congregation is a large congregation that worships over 300 people per week. The Intern will gain experience preaching and leading worship with a large gathering of people. It would be to the Intern's benefit to reach into some smaller congregations for opportunities to provide pulpit supply so that the Intern can gain additional experience preaching and leading worship in a more intimate setting.

Example 2: The internship congregation is a small congregation with a limited number of children and youth. The Intern would benefit from opportunities to connect with the children's and youth ministry opportunities of a larger congregation, or perhaps even an outdoor ministry.

Example 3: The internship is rooted in a campus ministry setting with limited interactions with the elderly. The Intern would benefit from opportunities to provide pastoral care at a nursing home or assisted living facility.

The goal of "rooted and reaching" is to create a well-balanced, comprehensive formation experience that will prepare an Intern for service in the church.



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# Evaluations



## HOW DOES THE LIC EVALUATE THE INTERN?

The LIC formally evaluates the Intern at mid-term and then again at the end of the internship experience. Evaluations are a critical responsibility of the LIC. Together with the supervising pastor's evaluation and the Intern's self-evaluation, these evaluations help identify the strengths and the growing edges of the Intern.

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## How does the LIC evaluate the Intern?

Evaluations assist in monitoring the progress of the Intern as they master the theological, professional, and personal skills which are necessary for ordination as a pastor or deacon in the Evangelical Lutheran Church in America. We appreciate the effort you take in providing the seminary and the synod with thoughtful evaluations of your Intern in the process toward completion of the academic degree, ordination, and call.

**Word and Sacrament** and **Word and Service** evaluations are due at mid-internship and at the conclusion of internship.

For students in the Collaborative Learning program, the timeline for evaluations is identified in the CL Handbook.

All evaluation forms are available on the Wartburg website, ELCA website, and the Castle Commons site that is available to all Interns.

### **The Mid-Point Evaluation**

Provides oversight to the internship year. Encouragement is given and problems are addressed when these forms are used to provide an honest and compassionate evaluation. These reports also aim to foster discussion between Intern, supervisor, and LIC about matters which promote a candidate's readiness for ministry.

### **The Final Evaluation**

It is used by the seminary and the synodical candidacy committee in measuring the successful completion of the internship year. It includes a narrative statement describing the Intern's gifts as a future pastor or deacon of the church, which becomes a significant part of the information read by bishops' staffs in the assignment process to a region and synod for first call.

### **Signatures and Submissions**

All evaluations must be signed. Unsigned evaluations will be returned. When complete, all evaluations should be uploaded by the Intern through the internship Castle Commons site.

The seminary faculty makes the final determination as to whether the completed internship meets the requirements of the seminary.

### **A Note About the Confidentiality of Internship Reports**

The evaluative reports sent to the Contextual Education are seen by the Contextual Education Office, the Intern's Academic Advisor and Faculty committee, and the Synodical Candidacy Committee. The evaluations are confidential and not to be shared without the permission of the respective authors.

Exceptions to the above are the statements written by the Intern, supervisor and lay committee that appear on the form that is sent to the bishops of the ELCA as part of the assignment and first call process.

# How Do We Evaluate Preaching and Worship Leadership?

Our Lutheran tradition places an emphasis on leading worship and the preaching of the gospel. Congregations tend to pay close attention to preaching and worship leadership as key elements in pastoral performance. Wartburg Theological Seminary is eager for Interns to receive constructive evaluations of both their preaching and worship leadership. Sermon content, organization, language, and delivery are all important in effectively communicating God's Word. Posture, gestures, tone, pace, eye contact, and inflection are all critical components of worship leadership.

The seminary recommends forming a Preaching and Worship Leadership Feedback Team that is comprised of a diverse group of members that will give honest, compassionate feedback. It is suggested that this group be led by a representative from the LIC (not the chairperson). This person will assume the responsibility for coordinating the feedback. The size of the feedback team will vary with the size of the congregation. On average, the team will consist of 6 – 8 people from varying age groups, vocations, and longevity with the congregation and/or the Lutheran faith. If the congregation has a worship committee, it would be wise to include a member of that committee on the Preaching and Worship Leadership Feedback Team.

The format for soliciting feedback should be contextual. Create a form, use an online resource, distribute as a survey – do what works best for your context. All questions below need not be addressed each time, but they should all be addressed consistently and regularly.

The following will assist the group in evaluating and having conversations with the Intern about specific sermons:

Was the Intern prepared?

Was it evident that the Intern had studied the text?

Did the sermon explore the challenges and resources for scriptural interpretation?

Was it clear that the Intern was aware of and sensitive to the context of the congregation in this sermon?

Was it clear that the Intern was attentive to the world while preparing the sermon?

Was it apparent that the Intern had listened to their own life while preparing the sermon?

Did the sermon “fit” with the rest of the worship experience?

Would you say that the sermon was more about the text, or was it more the proclamation of the gospel?

Did the sermon use first person (I/we), second person (you), or third person (s/he/they) language?

Was the use of language effective?

What adjectives would you use to describe the Intern’s delivery?

What adjectives would you use to describe the Intern’s affect while preaching?

Did their facial expression, posture, and tone match their words?

Could you hear the sermon?

Was the Intern attentive to the oral character of preaching in the choice of words and style of speech?

Could you summarize the main point of the sermon in one sentence?

Was this a “Thursday sermon” - a sermon that will still be in your thoughts on Thursday? If not, what could have made it a “Thursday sermon?”

Could you clearly identify the law and the gospel in this sermon?

Could you identify the Intern’s doctrinal or theological commitments in this sermon?

Did the sermon “let the gospel ring?”

What was the best thing about this sermon?

What is one suggestion for improvement?

## The following will assist the group in evaluating the general growth of the Intern as a preacher:

Is the Intern developing a genuinely evangelical orientation toward proclamation?

Is the Intern developing a balanced and usable discipline for sermon preparation?

Does the Intern recognize their own implicit and explicit doctrinal commitments in preaching?

Is the Intern growing in an understanding of the challenges and blessings of the Lectionary and special occasion preaching?

Is the Intern becoming attentive to the context of the congregation? In other words, not preaching generic sermons?

How can the Intern enhance aspects of delivery, with special attention to orality?

Do you experience the Intern as an authentic preacher? Note the relationship between personal character and proclamation.

Is the Intern gaining their own "voice" as a preacher?

Does the Intern demonstrate an understanding of the role and place of preaching within the overall context of the worship experience?

Does the Intern effectively and appropriately use the power and authority of the preaching responsibility?

**The following will assist the group in evaluating and having conversations with the Intern about specific experiences of worship leadership:**

Was the Intern prepared?

Did the Intern lead with confidence?

Could you hear the Intern?

Did the Intern have a hospitable and welcoming worship leadership style?

How do you think a visitor would have perceived or responded to the Intern's worship leadership?

What adjectives would you use to describe the Intern's affect while leading worship?

Did their facial expression, posture, and tone match their words?

Did the Intern's worship leadership style hold in balance confidence and humility?

Did the Intern's worship leadership style enhance your ability to worship, or did it get in the way of your ability to worship?

Did the Intern's worship leadership help to draw you into an experience of the presence of God?

The following will assist the group in evaluating the general growth of the Intern as a worship leader:

Is the Intern growing in their practical understanding of the liturgical cycle of the seasons and the lectionary as frameworks for worship?

Does the Intern understand the importance of reading the congregational context when planning and leading worship?

How does the Intern relate to others who are leading worship?

Is the Intern's worship leadership style authentic?

If the Intern chants the liturgy, does their chanting enhance the worship experience?

Is the Intern's worship leadership theologically sound? For example, do the Intern's actions and words reflect the character of worship?

What adjectives would you use to describe the Intern as a writer of public prayer?

What adjectives would you use to describe the Intern as a leader of public prayer?

Are the Intern's theological commitments about worship evident in the way that the Intern leads worship?

When something unexpected happens in worship, how does the Intern respond?

How does the Intern relate to guests/visitors in worship?



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# Healthy Leave-Taking



HOW CAN THE LIC  
EMPOWER A  
HEALTHY  
LEAVE-TAKING?

As much as a good beginning is critical to a successful internship, so is a healthy leave-taking.

Here are 7 keys to a healthy leave-taking.

# 7 Keys to Healthy Leave-Taking

**The LIC, in collaboration with the supervisor,** work with the Intern to attend to seven keys to a healthy leave-taking.

## 1. Pray

For the Intern and family, for the congregation, for the supervisor, and for the church.

## 2. Express Gratitude

It is appropriate for individual LIC members to personally express gratitude to the Intern, but to also do so as a committee.

The LIC should assist the Intern in developing ways to express gratitude to the congregation.

The LIC and supervisor should work together to create opportunities for the congregation to express gratitude to the Intern.

## 3. Establish Closure to Pastoral Relationships

It is important to help the Intern learn how to provide closure to pastoral relationships so that those who have experienced the Intern's ministry are open to the possibility of new pastoral/diaconal relationships. The questions below can help guide this process:

- What relationships need special attention in leave-taking?
- How can we honor the loss of leave-taking for the Intern, the congregation, particular groups or ministries, and individual people?

## 4. Create Closure Between The LIC and The Intern

- **Review** the year together. Tell stories. Share memories. Consider where you started and where you are now.
- **Reflect** together about the growth that the Intern, the LIC, and the congregation have experienced. It is especially appropriate to name together the areas of most significant growth.
- **Discuss** the Intern's expectations for the future. It is appropriate for the Intern to talk with the LIC about the next steps of Candidacy. It is also good and right to reflect together about the type of ministry to which the Intern now feels called.

- **Tend** to any unfinished business. If there are any apologies that need to be made, make them. If there are any misunderstandings that need to be clarified, clarify them. If there is outstanding work that needs to be completed, do so. It is the Intern's responsibility to make sure that all internship forms are completed, signed, submitted, and accepted prior to departure from internship.

## 5. Grieve the Loss

Name the loss for what it is.

As a committee, for individuals, and with the Intern, face the feelings of loss. Acknowledge the losses that accompany the end of an internship – loss of relationship, loss of proximity to a specific ministerial presence, loss of the gifts for ministry that the Intern has brought to your congregation or context.

## 6. Set and Maintain Boundaries

Help the congregation understand that the Intern will no longer be a pastoral presence among them.

- Assist the Intern in setting leave-taking boundaries with individual members, if need be.
- Help the Intern set healthy boundaries with community organizations with which they have been connected.
- Think with the Intern about appropriate social media boundaries as they leave the congregation. There is no one "right answer" to the question regarding what social media boundaries are important when leaving a ministry context. The important thing is that Intern is thoughtful and intentional.

## 7. Preach the Gospel

Help the Intern understand that their "final word" to the congregation should be that which they were called to proclaim – the Gospel! Think with the Intern about the following questions:

- In my leave-taking, how do I preach the Gospel informally?
- In my leave-taking, how do I preach the Gospel formally?
- In my leave-taking, how do my deeds preach the Gospel?
- In my leave-taking, how do my words preach the Gospel?