



Theological Education for Emerging Ministries
WARTBURG THEOLOGICAL SEMINARY

A Guide for the Internship Lay Committee



INTRODUCTION: THE PURPOSE OF INTERNSHIP

This guide is dedicated to you who have been chosen to be member of your congregation's internship committee. You have an important role! You have been asked to assist the intern who will be serving you this year in his/her preparation for ministry.

The purpose of internship is to provide pastoral candidates a learning environment in which they can both engage in the practice of ministry and reflect on the quality of their involvements under the direction of a supervising pastor and lay internship committee. Internship provides congregations a way to enhance and extend their ministry through the gifts of an intern. At the same time, internship brings the additional responsibility of providing honest and compassionate evaluation of an intern's abilities.

We hope these pages 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 pastors. 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.

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We thank our colleagues at Luther Seminary in St. Paul, Minnesota, who initially assembled portions of this material.

COMMONLY ASKED QUESTIONS:

1. **WHY SHOULD THERE BE A LAY INTERNSHIP COMMITTEE?**

Because every pastoral ministry takes place among and for the people of God. **That's you!** In the New Testament the people of God are called *Laos*, from which the term "lay" is derived. Because the intern's ministry is in your midst you are asked to establish a special relationship with him or her.

2. **WHAT SPECIAL RELATIONSHIP?**

This relationship, it is hoped, will be special in the sense that you will be like a mirror to reflect back to the intern a clear image of his/her ministry. How is the intern seen by the people in the pew, by the youth, or by the person on the street?

3. **ISN'T THAT THE SUPERVISING PASTOR'S RESPONSIBILITY?**

Yes, it is. The pastor and the intern meet each week to discuss the intern's progress. This is a part of supervision. But the intern is ministering to people. Therefore your feedback, evaluation, and support are necessary to give the most comprehensive help possible.

4. **WHAT KINDS OF FEEDBACK AND CRITIQUE SHOULD I GIVE?**

Speak the truth in love. If you really feel positive about a sermon or visit or Bible study, say so. On the other hand, if you felt disappointment or even anger over something the intern did or didn't do, explain to the intern your concern. That's why it's so important the committee meet regularly with the intern.

5. **HOW OFTEN DOES "REGULARLY" MEAN?**

We request you meet once a month. We have included a possible schedule of topics for monthly meetings elsewhere in this guide.

6. **WHAT SHOULD WE AIM TO ACCOMPLISH IN THESE MEETINGS?**

The meetings often focus on your involvement with the intern. Generally your purpose is to help the intern minister effectively. This involves welcoming and helping in the settling-in-process. You will also become involved in specific evaluations of the intern's total ministry. Through the course of the year, concerns that arise can be dealt with at the regular meetings.

7. **HOW MIGHT WE GET STARTED?**

Getting to know each other is the basis for strengthening each other. An overall goal of the internship process is that the intern be strengthened in and for ministry. The relationships you establish will assist in the process.

8. **CAN A COMMITTEE DO THAT? ISN'T THAT THE WORK OF THE HOLY SPIRIT?**

We believe that the Holy Spirit works through people. This is discussed in First Corinthians 12, 13, and 14. Each of us is essential to the whole body of Christ. So **your** gifts, **your** insights, **your** evaluations are legitimate and helpful.

9. **BUT HOW ARE WE TO DO THIS?**

Sharing yourself is perhaps the most important contribution you can make. As you give yourself, a supportive climate forms around the intern and from that time on the relationship is one of mutual trust and caring.

10. **WHY IS A COMMITTEE NECESSARY? WE WOULD WANT TO DO THIS NORMALLY!**

Support is only a beginning but it is important. Offering support can give meaning and validity to everything else. This is too important to be left to chance -- so a committee is chosen. We want to be sure there can be genuine and constructive feedback!

11. **WHAT DO YOU MEAN BY "GENUINE SHARING" AND "CONSTRUCTIVE FEEDBACK"?**

Consider what happens when a mutual caring relationship has been established:

- A. The intern's whole ministry is undergirded with caring persons who have demonstrated their support.
- B. Honest and open discussion can take place about how the needs of both the intern and the congregation can be met. This defines the work to be done and who's to do it.
- C. The committee can inform the congregation either informally or through reports about the intern responsibilities. By interpreting the intern's ministry in the parish (and perhaps the community as well) you establish a public relations process that can richly enhance the intern's ministry.
- D. The committee can inform the intern of how he or she is received in the community. Is there a mannerism that detracts from the effectiveness of the ministry? These things can be shared because a mutual commitment has been established.
- E. The committee will be asked to evaluate the intern's ministry at mid-term and then again at the end of the year. This, together with the pastor's report and the intern's self-evaluation, will help to identify the strengths and the growing edges of the intern. Only as the intern deals with growing edges will he/she be able to correct them.
- F. Finally the committee will often experience some new insights about themselves and about ministry. One member of such a committee stated the question this way: "If we expect this of our intern and pastor in their ministry, what about our own ministries?" The answers to such questions can be very exciting.

12. **THIS DOES APPEAR TO BE AN IMPORTANT COMMITTEE BUT ISN'T THERE A DANGER OF TOO MUCH EVALUATION?**

If by that you mean trying to mold every intern into a certain kind of pastor, your concern is justified. Each intern has unique gifts and abilities. Each is different in several ways and they will respond differently to you as a committee. There is no "preferred" model of what a pastor is; nor would we want one. Yet you and your pastor will undoubtedly influence the intern and you may even find that you have a special interest in your intern's future ministry. By accepting the intern as a unique and gifted person you can have the joy of seeing him/her grow in maturity and grace.

13. **HOW LONG SHOULD A PERSON SERVE ON SUCH A COMMITTEE?**

For the duration of the intern's internship period.

A JOB DESCRIPTION FOR THE LAY COMMITTEE

A. Orientation and support

1. Prior to arrival, see to it that housing is in order, and that office facilities are ready for the intern. Welcoming and orientation events also need to be arranged for.
2. Since the committee represents a cross section of the congregation, see yourself representing persons of your age and background. Help the intern make the transition to your congregation and community.

B. Tasks

1. Assist the intern and 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.
2. Assist the intern and pastor in establishing, reviewing, and updating the *Learning Service Agreement* during the course of the year as needs change.
3. Share with the internship supervisor 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?
4. Inform the intern as to how he/she is being perceived by others in the parish. (Friendly, open, shy, rigid, warm, hostile, etc.)
5. 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.**
6. Relate emotionally: be open with feelings of warmth, tenderness, irritation or frustration as need be. Feel free to express them.
7. Relate theologically: share your understanding of God. She/He needs to hear this. Do not apologize for your understanding.
8. Relate spiritually: share what your faith means to you, how God has touched you.
9. 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).
10. Interpret 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.

AN OVERVIEW OF THE INTERNSHIP YEAR

I. Orientation

1. Share stories: Supervisor, Intern, and Congregation
2. Early-in-the-Year Checklist
3. "Service of Beginning"
4. Lay Committee formed and operational
5. Consult with Treasurer if changes are needed
6. Establish meeting times
 - a. Planning
 - b. Supervisory Sessions
7. *Learning Service Agreement*

II. Engagement

1. Weekly Supervisory Sessions
 - a. Reinforcement
 - b. Reflection
 - c. Revise
2. Monthly Internship Committee Meetings
3. Regular Sermon Evaluation
4. Participation in Internship Cluster
5. Strive for balance of involvement
6. Mid-Year and Final Evaluations to Seminary
 - a. Honest and compassionate feedback
 - b. Make adjustments to LSA
7. Review "Readiness for Ministry" Criteria
8. "Church and Ministry" Checklist

III. Closure

1. Final internship evaluations

EARLY-IN-THE YEAR CHECKLIST FOR INTERNS & SUPERVISORS

An orientation period will allow the intern and supervising pastor to become thoroughly acquainted with each other, time to review the program and clarify each other's expectations. This can build a solid working relationship and set the stage for developing the Learning Service Agreement.

- ___ Intern and Supervisor have spent some time together socially to get better acquainted generally.
- ___ The congregation's Internship Committee has met and is assisting with start-up details.
- ___ Pastor and Intern have made plans to attend the first Internship Cluster meeting of the year.
- ___ Intern and Supervisor are both knowledgeable of the congregation and seminary's Sexual Harassment policy.
- ___ Schedule has been set in regard to weekly supervisory sessions. Supervisor and Intern have clarified expectations in regard to how inviolate that time shall be.
- ___ Intern and Supervisor have discussed how to upgrade the quality of their interaction time during the weekly supervisory sessions.
- ___ The Supervisor has clarified expectations in regard to the Intern's reports on visits made.
- ___ The Supervisor has agreed to model honesty, openness, and kindness, especially in evaluative sessions with the intern.

WALKING THROUGH THE CALENDAR

(Based on a 12 month internship)

A. Prior to Month One

1. Make certain everything is in order for the intern.

B. During the 12 month internship.

1. Month One

- a. Welcome the intern formally and informally.
- b. Help the intern get settled and acquainted with the congregation and community.
- c. Work with the pastor and the intern in identifying and narrowing down areas for learning and serving.

2. Month Two

- a. Review the settling in process of the intern, and, if married, the spouse; be open to any concerns.
- b. Review and formalize with the pastor and intern the *Learning Service Agreement*, a copy to be sent to the seminary.
- c. Lay plans for feedback/evaluation on the intern's public ministry: worship leadership, preaching, etc.

3. Month Three

- a. Hear any concerns the intern may have.
- b. Start sharing with the intern feedback on scripture reading, worship leadership, any teaching observed, and the like.
- c. Start sermon feedback/evaluation.

4. **Month Four**
 - a. Share any concerns that the committee may have.
 - b. Participate in feedback on sermons - delivery, content, relationship to life, etc.
 - c. Lay plans to assist the intern to get to know the community outside the congregation - social groups, government, law enforcement, education, agencies, institutions that touch the lives of the members of the congregation.
5. **Month Five**
 - a. Share mutual concerns.
 - b. Read through the mid-year evaluation and make plans on how this is going to be filled out and discussed.
 - c. Complete mid-year evaluation forms.
 - d. Discuss and review evaluation and mail to Contextual Education Office - WTS.
6. **Month Six**
 - a. Share any concerns. Review the Learning Service Agreement.
7. **Month Seven**
 - a. Discuss the intern's hopes and fears for future ministry.
 - b. Suggest appropriate adjustments to the learning experience.
8. **Month Eight**
 - a. Review mutual concerns.
 - b. Participate in sermon feedback/evaluation.
 - c. Consider the intern's performance in taking appropriate initiative to follow through on the needs of the congregation and community.
9. **Month Nine**
 - a. Identify area to focus on the last three months so as not to minimize learning and service.
 - b. Plan greater leadership responsibilities for the remaining months of internship.
10. **Month Ten**
 - a. Review with the intern any possible areas that have to be reconsidered to give full range of pastoral experience.
 - b. Review the intern's leadership style in relating to different kinds of persons.
11. **Month Eleven**
 - a. Start planning the process of leave taking including any going away events and transitions that must be made.
 - b. Talk about "going away" issues - good feelings, disappointments, unfulfilled expectations, and unexpected bonuses of the year. This should be done both by the lay committee and the intern.
 - c. Complete Final Evaluation reports.
 - d. Discuss evaluation with intern and mail to the Contextual Education Office at WTS.
12. **Month Twelve**
 - a. Finalize any going away plans and plan for the next intern.

INTERNSHIP SITE VISIT

Nurturing the relationship with the intern, supervising pastor and internship congregation is important to Wartburg Seminary. In addition to the occasional mailings that are sent from the Seminary during the internship year, a site visit may be made by someone from the Wartburg faculty or staff. The purpose of the visit is relational and caring. Conversations focus around reflections on the growth, learning, and formation of pastoral identity that are intrinsic to the internship year.

If a site visit is desired the intern and supervisor should contact the Internship Coordinator to make arrangements for the visit.

SUGGESTED TOPICS FOR COMMITTEE MEETINGS

Over the course of an intern's year, we recommend that the Lay Internship Committee consider the topics listed below:

- The call to ordained ministry
- Prayer and the spiritual life
- Leading worship
- Preaching
- Teaching
- Visitation
- Evangelism
- Stewardship
- Youth ministry
- Social ministry
- Taking care of oneself (and family)
- The intern's overall adjustment and growth

Each meeting might begin with a report by the intern on a certain aspect of internship. Opportunity should be made for committee members to share their views on how pastors minister effectively in a given area. Committee members are also encouraged to reflect 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.

Competencies in a well-formed stewardship leader

“These competencies are a way of thinking about what attributes...a well-formed stewardship leader would have. This list is meant to be a guide rather than a rule. It is, therefore, a living document that will be influenced by the efforts of any who use it...these competencies can help calibrate stewardship health for all of us who lead, no matter where we are in years of service to the church, or what title we hold...The list assumes that every leader in the ELCA grounds stewardship leadership behaviors in beliefs about his/her relationship with God. The *core perspectives* column reflects beliefs; the *core practices* column reflects the leader’s personal abilities or behaviors; and the *core leadership skills* column reflects behaviors the leader uses to lead others.”

(ELCA Stewardship Competencies, 2009)

<i>Core perspectives</i> The roster candidate believes that	<i>Core practices</i> In his/her personal life, the roster candidate embodies	<i>Core leadership skills</i> As a leader, the roster candidate can
<i>Trusts God’s largess/abundance</i>		
As caretakers of all that we have and are, we are called and freed to participate in and with God’s generosity for the sake of the health of the whole.	<ul style="list-style-type: none"> an attitude of abundance rather than scarcity generosity <u>and</u> sustainability in his/her stewardship practice ongoing assessment of the integrity of his/her choices * <i>Attend to personal attitudes and practices</i> 	<ul style="list-style-type: none"> motivate a faith community’s stewardship journey through mission interpretation and gratitude for partnership reframe conversation to highlight assets (not just money) * <i>Intentionally practice</i> cast a vision for a vital future
<i>Grounds in biblical and theological principles</i>		
Stewardship is grounded in biblical and theological principles (Trinitarian orientation).	<ul style="list-style-type: none"> an ability to listen to and interpret all of scripture with an ear for stewardship themes an awareness of the history of stewardship in the life of the church 	<ul style="list-style-type: none"> teach and preach scripture from a holistic stewardship orientation * <i>In the 2nd half of internship, preach 1 sermon, lead a Bible study, write a newsletter article with a stewardship focus</i>
<i>Holds a holistic perspective</i>		
We are stewards of our whole lives including our time, energy, wisdom, bodies, money, and other resources.	<ul style="list-style-type: none"> a total response to the gospel that does not compartmentalize faith, and thus includes care of the earth, money, family, communal relationships and self-care 	<ul style="list-style-type: none"> articulate his/her personal stewardship journey help others articulate their stewardship journeys * <i>Engage in intentional conversation with the supervisor on the ‘Wellness Wheel;’ Focus of a cluster gathering.</i>
<i>Perceives connectedness</i>		
Stewardship is corporate; that is, it expresses a fundamental connectedness within the body of Christ. (an inclusive ecclesiology, as in Paul’s collection for the church in Jerusalem).	<ul style="list-style-type: none"> a sense of responsibility to peers and the wider church regarding personal stewardship practices accountability for decisions and a commitment to collaboration/collegiality around her/his stewardship practice 	<ul style="list-style-type: none"> encourage in others both accountability for and openness to the gifts of a greater whole (both church and culture) make use of current stewardship resources and conversation *<i>Participate in the congregation’s budgeting process, with attention to the process for including the wider church in the budget.</i>

<i>Core perspectives</i> The roster candidate believes that	<i>Core practices</i> In his/her personal life, the roster candidate embodies	<i>Core leadership skills</i> As a leader, the roster candidate can
<i>Engages and critiques culture</i>		
Stewardship is missiology. We give <u>through</u> the church, not <u>to</u> the church. Non-church agencies/initiatives can and do also align with God’s purposes.	<ul style="list-style-type: none"> • an ability to speak of economic systems and the realities of business with some sophistication • a reflective stance toward consumer culture • a commitment to understanding the implications of our choices (both commission and omission) for the generations that follow us • a prophetic concern about present injustice as well as the long-term sustainability of our decisions and systems 	<ul style="list-style-type: none"> • frame questions insightfully—how is God at work here? What is God providing for the work before us? • preach often, broadly, and prophetically on stewardship themes <p><i>*Interview 3 parishioners, identified by the supervisor, (at extremities and midpoint of economic status in the congregation) regarding how they have come to understand the interconnectedness of faith in God and stewarding their money.</i></p>
<i>Embraces financial health as an expression of faith</i>		
Our relationship with money is an integral part of our relationship with God.	<ul style="list-style-type: none"> • transparency with self and others regarding her/his relationship with money • a daily dying and rising to the power of money in his/her life including an understanding of her/his family, church, and community histories • a commitment to manage and monitor his/her own financial health <p><i>*Intern and supervisor write and share a Money Autobiography within the first 2 months of internship.</i></p> <p><i>*Establish a goal of a least one conversation a month in which the topic of one’s relationship with money as a spiritual issue is included in the course of conversation.</i></p>	<ul style="list-style-type: none"> • foster a climate that supports others as they daily die and rise to the power of money in their lives (saving, spending, and giving) • assess a congregation’s money/finance/stewardship culture (ethics, transparency, etc.) • comprehend how the basics of congregational finance (budgeting, balance sheets, risk management, etc.) impact the mission of a congregation <p><i>* Demonstrate ability to read a congregational budget sheet and offer a plan to guide a congregation’s budgeting process.</i></p>

THE LEARNING SERVICE AGREEMENT & "READINESS FOR MINISTRY"

The *Learning Service Agreement* usually revolves around involvement in the various tasks of ministry. It is also important to address in the *LSA* other important aspects of internship, such as theological and personal reflection on ministry and on one's calling to this particular leadership role in the church.

As a way of facilitating the reflective component of internship, we encourage you to create a plan for reflecting on and discussing the following nine "Readiness For Ministry" criteria during internship:

1. Service without regard for acclaim - the ability to accept personal limitations and the ability to serve without concern for public recognition.
2. Personal integrity - the ability to honor commitments by carrying out promises, despite pressures to compromise.
3. Exemplifies faith in word and action.
4. Competence in pastoral functioning - the ability to initiate and complete tasks, the ability to handle differences of opinion, and to sense the need to grow in pastoral skills.
5. Leadership skills in community building - the ability to develop a sense of trust with the persons with whom one ministers and the ability to become acquainted with others.
6. Skills in counseling - the ability to reach out to persons under stress with perception, sensitivity, warmth and supportiveness.
7. Minister as theologian and thinker - the ability to communicate and the desire to sharpen one's knowledge through theological study and careful attention to clarity of thought and expression.
8. Ability to handle stressful situations - the ability to remain calm under pressure while continuing to affirm persons.
9. Ability to acknowledge limitations and mistakes - the ability to recognize the need for continued growth and learning.

A WORD ABOUT PREACHING

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. While it is important not to emphasize preaching at the expense of other pastoral involvements, 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.

The seminary recommends that one member of the Lay Internship Committee (other than the chairperson) take responsibility for coordinating feedback on the intern's preaching. In addition to some members of the committee, additional 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 Guide. 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. This is found in the Appendix.

Thank you for your efforts in listening to sermons and carefully discussing your observations with your intern.

The Preaching Program at Wartburg

The preaching program at Wartburg provides multiple opportunities for oral presentation of sermons which are subject to evaluation in a group setting. Practice, collegial reflection, and repetition are integral to the courses offered in this program. The first year course outlines the basic skills needed to prepare a sermon. The second year course reinforces this through a regular preaching discipline, as well as detailed discussion of preaching issues in both lecture and small-group settings. The final year requirement (which is met through electives) builds diagnostically upon areas for growth identified on internship, as well as topics of special interest for students.

Ten objectives guide required and elective coursework in preaching:

1. To develop a genuinely evangelical orientation toward proclamation;
2. To reinforce a balanced and usable discipline for sermon preparation;
3. To explore the challenges and resources for scriptural interpretation;
4. To recognize the implicit and explicit doctrinal commitments in preaching;
5. To understand the challenges of lectionary and special occasion preaching;
6. To become sensitive to the context of one's hearers;
7. To enhance aspects of delivery, with special attention to orality;
8. To note the relationship between personal character and proclamation;
9. To learn how to critique preaching, both one's own and that of others; and
10. To gain one's own "voice" as a preacher.

Internship is integral to this program and its objectives. It can reinforce the healthy orientation to preaching set during the first two years of coursework, and identify further areas for growth during the final year. Moreover, by being located in a congregational setting with its very real challenges and delights, it can enkindle a deeper enthusiasm for biblically-rooted proclamation of Christ.

EVALUATING AN INTERN

At mid-year and in the final month of internship, a report is due by which the lay internship committee can evaluate the work of the intern. We ask you for one written document which is the result of work of the all committee members (not individual reports!). 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.

The Mid-Year Report 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 Report 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. It includes a narrative statement describing the intern's particular gifts as a future pastor of the church, which becomes a significant part of the information read by a bishop's staff in assignment to a region and synod for first call.

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

One of the most important responsibilities of the Lay Internship Committee is to offer evaluation which is both compassionate and honest. Compassion is important in honoring the person who prepares for pastoral ministry. Honesty is important in order to provide the best possible education for future pastors of our church. We appreciate the efforts you take in providing the seminary and the synod thoughtful evaluation of your intern in the process toward ordination and call.

A Note About the Confidentiality of Internship Reports

The evaluative reports sent to the Contextual Education Office -- Mid-Year Reports and Final Reports -- are seen by the Contextual Education Office. The academic advisor, faculty committee, and the synodical candidacy committee normally see only the Final Reports. These reports are confidential and not to be shared without the permission of the respective authors.

The exceptions to the above are the statements written by the intern, supervisor and lay committee that appear on the Final Report form that is sent to the bishops of the ELCA as part of the selection and call process.

ACCESSING THE MID YEAR & FINAL EVALUATION FORMS

The mid-year and final report forms are electronic forms, located on the Wartburg Seminary web page (see the following page for instructions in accessing.) If you are unable to access them, please call the Contextual Education Office at Wartburg and a hard copy will be mailed to you.

Please complete the form and after reviewing it with the intern, ask the intern to submit it electronically along with the intern and supervisor's reports. The signature page will need to be sent via US Postal Service. Again, all three signature pages should be mailed in one envelope, sent by the intern.

To access Internship Reports online from Wartburg Theological Seminary Website:

1. Go to <http://www.wartburgseminary.edu/academics/academic-resources/internship/>
2. Scroll down the page (past the video, Handbooks & Internship reports) until you get to the **Mid-Year** and **Final Evaluations**.
3. Select the appropriate report for your time-line and also the appropriate report in terms of **For Intern, For Supervisor** or **For Lay Committee**.
4. To open the form(s), click on the icon to the right of the report title.
5. This is a fillable PDF form. You will need either Adobe Acrobat or Adobe Reader to complete and save the form. Adobe Reader may be downloaded for free at <http://get.adobe.com/reader>.

OR

6. You may print a hard copy of the blank report to complete by hand.

Electronic copies are preferred, but the signature page needs to be printed and sent by US Mail. If you need hardcopies, please call the Contextual Education Office to request them at 563-589-0272.

About the software needed to use these forms:

- *Adobe Acrobat* or *Adobe Reader* are required to open and view these forms. *Adobe* allows you to complete, save, print and/or e-mail forms on your PC or Mac.
- **USE ONLY ADOBE READER:** Please do not complete this form using other PDF readers than Adobe Reader. Please don't complete this form using Apple Preview. If you use Preview, some features such as saving your completed document may be unavailable, or responses won't be visible when they are submitted. Use Adobe Reader; this free application may be downloaded at <http://get.adobe.com/reader>. **USE THE MOST RECENT VERSION OF ADOBE READER:** While we attempt to make forms backward compatible, for the best results, use the most recent version of Adobe Reader.
- Please contact the Contextual Education Office (563-589-0272) or contextualeducation@wartburgseminary.edu if you have any further difficulties.

Wartburg is not able to edit any of the forms you find on our website. Please contact your synod office for any changes you wish to be made to the forms themselves.