
INTERNSHIP HANDBOOK
WARTBURG THEOLOGICAL SEMINARY



CONTEXTUAL
EDUCATION

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LEARNING
BY DOING

BECOMING
BY BEING

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ALL MATERIAL IN THIS HANDBOOK MAY BE DUPLICATED AND

DISTRIBUTED AS NEEDED THROUGHOUT THE INTERNSHIP EXPERIENCE.



WELCOME

BY REV. STACEY NALEAN-CARLSON
INTERIM DIRECTOR OF CONTEXTUAL EDUCATION

Dear Partners in Ministry,

Thanks be to God for empowering us all with the gifts of the Holy Spirit! What a joy it is to partner with you for the sake of sharing God's steadfast & abiding love with a world in need of good news!

At Wartburg we are dedicated to forming servant leaders who embody the gospel & respond to God's call with faithfulness, collegiality & innovation. An essential part of this formation is the internship experience. Students learn not only how to do the tasks of ministry, but how to embody the office of ministry to which they are being called.

We give thanks to God for our students & for all those who accompany them throughout their internship-supervisors, mentors, lay internship committee members & the ministry sites themselves. Your commitment to teaching & learning together is deeply valued & beautiful to behold!

This handbook is intended to serve as a resource for you as you move through the internship experience. All material may be duplicated & distributed as needed. We are grateful for the wisdom that is shared among the ELCA seminaries in preparing this material.

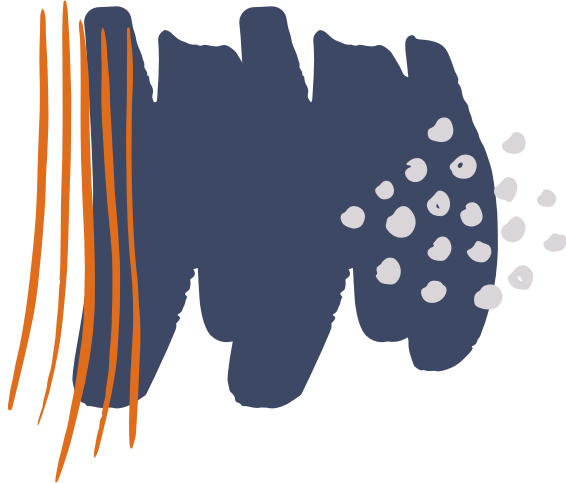
Please know that I am also a resource for you, here to support & encourage you. I welcome conversations with you along the way, especially if there are particular joys you wish to share or particular challenges with which you need assistance. We do this important work together, one in the body of Christ. We weep together & we rejoice together.

May the God of hope fill you with all joy & peace in believing, so that you may abound in hope by the power of the Holy Spirit (Romans 15:13).

Peace, *Stacey Nalean-Carlson*

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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 a desire for excellence in pastoral ministry.

Practice of Personal Faith and Integrity:

Lives as a 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.



Getting Started



IN THIS SECTION:

- The Intern's Arrival
- The Intern's Role
- Conflict
- Definitions and Guidelines
- Academic Advisors
- Inclusive Language
- Extended Leave
- Sexual Misconduct Policy

Determining the Date of The Intern's Arrival

The start date of the Intern's arrival is a conversation and decision that is made between the supervisor and Intern.

If you currently have an Intern, be sure the previous Intern has moved from the congregation before the new Intern arrives. Taking a week or more in between Interns might be helpful for everyone.

The First Weeks of Internship

In the first weeks of internship, the supervisor and Intern will spend a good deal of time together so the Intern can become oriented to the church and to the community. This is also a time to build a relationship and methods for communication.

As the weeks go by, the pastor and Intern may not see as much of each other except for regular planning sessions and weekly supervision sessions. They will be functioning as a team, concentrating on the ministry to and with God's people.

How should the congregation address the intern?

The titles "Intern," or "Vicar" are appropriate designations for this role and function.

A "Service of Beginning"

A "Service of Beginning" is a great way to begin the internship. This service is typically added into a regular worship service. It is not an installation but a rite that can help authorize the Intern's involvement in the ministry of the congregation. A Service of Beginning template is available to the Intern on Castle Commons.



Helping The Intern Settle In

Providing hospitality is an important part of the Intern's transition. Below we have outlined some ways to assist in the Intern's transition and ways to make the Intern feel welcome. The Lay Committee Handbook includes "7 Keys to a Good Beginning." The supervisor and committee work collaboratively to ensure a good start for the Intern.

The Office

Spend time together socially to get acquainted.

Give the Intern a tour of the church facilities.

Acquaint the Intern with office procedures and machines.

Introduce the Intern to staff, council and members.

Provide an office that has adequate space, lighting, ventilation, heating, book shelves, and a phone.

Introduce the Intern at hospitals and care centers.

Is there a text study group the Intern can participate in?

Discuss pay day. When is the Intern to expect the first check? From whom?

Who does the Intern contact if the check is delayed?

Explain the church's procedure for mileage reimbursement.

Calendar Items:

- Schedule and discuss weekly supervisory sessions.
- Make plans to attend the first Internship Cluster meeting of the year together.
- Make plans to attend Conference, Synod, and local pastoral gatherings.
- Place due dates for evaluations on the calendar.
- Establish a preaching schedule for the first quarter of the year.
- Discuss office hours and the number of hours worked during the week.
- Discuss their day off and vacation.

The Community

Help the Intern get acquainted in the neighborhood and area.

- Recommend grocery stores, restaurants, banks, hospitals.
- Recommend professionals (dentist, doctor, etc.) in the area.
- Is the housing for the Intern adequate?
- Does the Intern need to secure renter's insurance?
- Where can the Intern secure a current driver's license?

If Intern is married and/or has a family, help them ease into their new surroundings.

- Discuss area schools and activities for children.
- Connect the family to families in the church with similar interests.
- Where is the public library? Public parks and playgrounds?

Internship Checklist

Task	To be Completed By:	Notes:
Prepare Housing for Intern (if applicable)	Supervisor & Congregation	
Prepare Intern's Office	Supervisor & Congregation	
Compile all Office Information Needed such as: <ul style="list-style-type: none"> • Contacts • WiFi • Keys • Office/Congregation Orientation (Where are the light switches? What doors should be locked?) • Article/Picture for local paper, congregation newsletter, etc. 	Supervisor & Congregation	
Installation Sunday	Supervisor & Congregation	
Schedule Weekly Supervisor & Intern Meeting	Intern & Supervisor	
Schedule Monthly Committee Meeting	Intern & Committee	
Add Required Events and Meetings to Intern Calendar	Intern, Supervisor, & Committee	
Things to Plan for: <ul style="list-style-type: none"> • Continuing Education • Day Off • Vacation 	Intern & Supervisor	
Community Involvement (i.e., Who to meet? – Business Leaders, School Admin., other pastors in the community)	Intern, Supervisor, & Congregation	
Areas of Learning: <ul style="list-style-type: none"> • Worship Leading • Preaching • Adult Education • Weddings • Baptisms • Funerals • Home Visits • Hospital Visits • Nursing Home Services • Pastoral Care 	Intern & Supervisor	
Publications	Intern & Congregation	
Evaluations (schedule timeline for when evaluations should be reviewed and submitted)	Intern, Supervisor, & Committee	

Establishing The Intern's Role

Worship - Holy Communion - Holy Baptism - Weddings - Funerals - Confirmation - Visitations

The Intern's participation in the Eucharist, Holy Baptism, weddings and confirmation is contextual and dependent upon mutually agreed upon expectations between the student, supervisor, site, and synod.

It is important to have a conversation that establishes the Intern's role and expectations pertaining to each of these areas.

Typically Interns are not authorized to preside at the Eucharist, unless they are serving in detached sites. Confirm with your bishop the expectations for your Intern regarding the sacraments.

Church Related Meetings

The Intern is expected to attend all meetings of the Congregational Council and some meetings of the auxiliaries and committees. It is important to discuss reports that are helpful and expected for Congregational Council and Congregational meetings.

Church Assemblies and Conference Meetings

It is recommended that the intern attend official church assemblies and conference meetings. If at all possible, this should be at the expense of the congregation.

Teaching

Assign and clarify teaching assignments.

Conflicts

The Intern is advised not to serve as an intermediary if conflict should arise between pastor and congregation, or between pastors and staff workers in a multiple-staff setting. These matters need to be pursued through established channels with leadership taken by officers of the parish or synod. In such situations the Intern is to practice good Christian charity and learn through observation how to minister at times of conflict.

When approached by members with complaints about church officers or the pastor, the Intern is to urge these persons to speak directly to the pastor or members of the Congregation Council. The principles involved in pastoral ethics are a good topic for Supervisory Sessions.

Conflict

Conflict within ministry communities is inevitable. People of faith disagree about a variety of things. It is expected that during the Internship experience, the intern may experience conflict, either directly or in and through the congregation/ministry site. This is an essential opportunity for the intern to learn how to accompany a community of faith through healthy conflict to positive resolution. It is expected that conflicts during internship will reach healthy resolution and not negatively impact the Intern's formation. The following expectations are important to bear in mind:

- All parties involved will model the biblical directives articulated in Matthew 18 to seek resolution.
- The Supervisor and the Congregational Leadership will model healthy conflict resolution.
- The Intern will engage with a conflict in a healthy manner.
- The Intern will seek to learn about their responses to and interactions with conflict.
- The Intern will gain some necessary tools for their ministry toolbox about the ministerial role amid ministry conflict.

Most conflicts during internship will be readily resolved within the ministry context. This is the hope and expectation of Wartburg Theological Seminary.

Should a potential conflict emerge in which it appears that resolution may be challenging and in need of outside assistance, it is the Intern's responsibility to reach out to the Director of Contextual Education as soon as possible. The Director of Contextual Education will work collaboratively with the Intern, Supervisor, and ministry Leadership to resolve the conflict for the continuation of a healthy internship experience.

When circumstances determine it necessary, the Director of Contextual Education will inform the Bishop in the Synod of Service and seek the Bishop's counsel. The Director of Contextual Education will also inform the Academic Dean. It is the Intern's responsibility to inform their academic advisor and Candidacy Committee of any conflict that may disrupt or prematurely end the internship.

Should a need arise to terminate the Internship, the Director of Contextual Education will do so, appropriately informing all parties.

Definitions and Guidelines for Discipline

Those serving as Interns of Wartburg Theological Seminary will follow the provisions outlined in the ELCA document "Definitions and Guidelines for Discipline."

Found here: ["Definitions and Guidelines for Discipline"](#)

Academic Advisors During Internship

It is hoped that during Internship, the student is immersed in their context, embracing opportunities for integration and application of their academic coursework. The Internship Site and Supervisor are both extensions of Wartburg Theological Seminary. Throughout Internship, the student remains a WTS student. The student's academic advisor may continue to be a resource for the student.

Students are encouraged to discuss with their academic advisor the type of relationship that is anticipated during the internship year, prior to the end of the semester which precedes internship. It is the student's responsibility to maintain a level of communication with their WTS Academic Advisor that is both helpful for formation and mutually agreed upon.

Should the student face any particular challenges during Internship – either personal or professional – it is the student's responsibility to communicate appropriate and relevant information to the academic advisor. This is not the responsibility of Contextual Education. Should a circumstance arise that necessitates an early termination of the internship, it is the student's responsibility to keep the advisor informed. Any decisions regarding early termination are the responsibility of the Director of Contextual Education.

Inclusive Language

From the Wartburg Theological Seminary Handbook

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

Accordingly, it is Wartburg Seminary policy for faculty, staff, and students, that during corporate worship, convocations, and class discussions, as well as in all written assignments (tests as well as papers), seminary publications, and scholarly works, a high standard of inclusiveness will be maintained. For example, some professors will, as standard procedure, return any essay that does not aim at the inclusive use of language and will ask the student to consider how it might be revised. It is appropriate for all members of the Wartburg community--students, staff, and faculty alike--to remind each other of our commitment to the use of inclusive language.

It is understood that inclusive language involves the "isms" as they are listed in the ELCA Statement, Guidelines for Inclusive English Language for Speakers, Writers, and Editors: sexism; racism; physical, mental, emotional disability-isms; economic and cultural classism, imperialism, or triumphalism; nationalism; militarism; anti-Jewish-ism; age-ism; family and relationship pattern-ism. A copy of the ELCA statement in its entirety can be found in the library. You can also find an excellent link from the Evangelical Lutheran Church in Canada which can be found at: <http://www.elcic.ca/Resources/Inclusive-Language.cfm>

Extended Leave

Parental Leave

Should a student need to take parental leave during internship due to the birth or adoption of a child, the following will guide decisions about parental leave.

- Because formation is a shared process, a parental leave plan will be determined collaboratively between the Intern, Supervisor, Site Leadership, Contextual Education Director, and a Representative of the Intern's Candidacy Committee.
- The parental leave policies of both the Synod of Candidacy and the Synod of Service will be considered.
- Typically, a successful internship is no less than 10 months full time, assuming that the Intern is proceeding toward successful completion.
- If it is agreed by all parties noted in the first point above that there are no concerns about the Intern's ability to successfully demonstrate competence and readiness for ministry with a 10-month internship, the Intern will be granted up to two months of parental leave (inclusive of two weeks of vacation) to be used either continuously or in segments mutually agreed upon between Intern, supervisor, and congregational leadership.
- If it is determined that the Intern will not be able to successfully demonstrate competence and readiness for ministry with a 10-month internship, a plan will be developed to either extend the internship beyond its original conclusion date in the same context, or after completion of the original term of internship, continue formation in a different context, recommended by the Director of Contextual Education and approved by the WTS faculty.
- It is the Intern's responsibility to initiate communication regarding a need for parental leave.
- It is the Intern's responsibility to inform the academic advisor about both the need for parental leave and the plan to which all parties have agreed.
- It is the Intern's responsibility to inform all parties of any need to alter an agreed upon plan.

Medical/Emergency Leave

Should an Intern need to take a medical or emergency leave during internship, parameters of the leave will be determined on a case-by-case basis, bearing in mind the following:

- Typically, a successful internship is no less than 10 months full time, assuming that the Intern is proceeding toward successful completion.
- It is the Intern's responsibility to initiate communication regarding a need for medical or emergency leave.
- Because formation is a shared process, a medical or emergency leave plan in excess of two weeks will be determined collaboratively between the Intern, Supervisor, Site Leadership, Contextual Education Director, and a Representative of the Intern's Candidacy Committee.
- It is the Intern's responsibility to inform the academic advisor about both the need for a medical or emergency and the plan to which all parties have agreed.
- It is the Intern's responsibility to inform all parties of any need to alter an agreed upon plan.

Compassionate Leave

Should an Intern need to take compassionate leave during internship, parameters of the leave will be determined on a case-by-case basis. In the event of the death of an immediate family member, the Intern shall be allowed leave with pay according to policies of the Site, Synod of Service, and Synod of Candidacy. It is the Intern's responsibility to initiate communication with the Supervisor, Congregational Leadership, Academic Advisor, and Director of Contextual Education about the need for compassionate leave.

Family and Medical Leave Act (FMLA)

It is expected that all internship sites will comply with the relevant provisions of the Family and Medical Leave Act (FMLA). Should the length of leave necessitate an extension of the internship, the Intern, Supervisor, Contextual Ed Director, and a member of the Intern's Candidacy Committee will collaboratively determine a mutually agreed upon course of action. It is the Intern's responsibility to initiate communication with all relevant parties about the need for such leave.

Sexual Misconduct Policy

The internship is a purposeful experience that seeks to form Rostered Leaders in Context through intentional partnerships. In context, the student serves and grows in all of the essential competencies for their respective roster of ministry. As extensions of WTS, the internship site and the internship supervising pastor or deacon walk together with the intern as the intern integrates practical skills with intellectual knowledge. Internship sites and supervisors are essential partners with WTS in theological education and formation for ministry.

A healthy, safe learning environment is essential for each and every student in formation. To this end, Wartburg Theological Seminary requires that every site have a formal Sexual Harassment policy. We require that a copy of that policy be on file at WTS and shared with the prospective intern, prior to the intern accepting a placement.

We understand that developing such a policy may be new to your congregation. To assist you in this process and complying with our requirement, we have a sample Sexual Harassment Policy for you to use as a template and guide. You are also welcome to develop your own. To request a sample policy, please email contextualeducation@wartburgseminary.edu. The policy is required at the time of site application or before placement is decided.

Financial Matters



IN THIS SECTION:

The Site's Responsibility
The Intern's Responsibility
Financial Worksheet

Internship Site Responsibility

TRAVEL POOL & SEMINARY ADMINISTRATIVE FEE

Wartburg, with other Lutheran seminaries in the country, operates under a church wide policy regarding support of Intern travel costs to sites and back to the seminary. Each internship congregation pays \$500.00 to Wartburg.

Congregations are required to pay an administrative fee for the internship year to the seminary in the amount of \$1000.00 for the year. For Collaborative Congregations, the cost of the Internship Administrative Fee is incorporated into the Annual Collaborative Learning fee.

Internship Congregations will receive a combined invoice for the Administrative fee of \$1,000.00 and the travel pool fee of \$500.00, a total of \$1,500.00 in mid-October. Please alert your treasurer.

STIPEND

The congregation/agency will provide a monthly, undesignated, cash stipend. The minimum amount of this stipend is determined each year, in collaboration with all the ELCA seminaries, and will be communicated directly to internship sites. An intern who is serving part-time (20 hours per week) typically receives half of the stipend fee per month. For an MADM Intern, sites typically follow the above financial stipend, but may also take into consideration the Intern's experience and the responsibilities during the internship.

FICA

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

TAXES

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

WORK EXPENSES

The congregation/agency will reimburse the Intern for approved expenses incurred in their work.

TRAVEL REIMBURSEMENT

The congregation/agency will pay automobile expenses incurred in the performance of assigned duties at the rate specified by the IRS as an allowable deduction or a monthly allowance of \$100.00.

VACATION/DAYS OFF

The congregation will grant the Intern a minimum of one day off per week. Additionally, a twelve-month internship will include a two-week vacation with stipend. A nine-month internship will include a ten-day vacation period with stipend. The time to be agreed upon mutually.

HOUSING

The congregation will provide adequate furnished housing and utilities (including internet/wifi). If unfurnished or under-furnished housing is provided, moving expenses, in addition to the travel pool amount of \$500.00, will be paid/reimbursed. Any other housing arrangements must be negotiated with the seminary. Should an Intern be relocating for a MADM internship, a financial consideration for housing is expected.

OPTIONAL FINANCIAL SUPPORT

The congregation/agency can assist in paying the Intern's share of FICA based on the total value of the stipend and the housing provided to the Intern.

If the congregation/agency desires, at its own expense, that the Intern visit prior to the start of the internship for purposes of orientation and introduction, any associated expenses are the responsibility of the congregation/agency.

Interns are required to pay to the seminary a technology fee. The congregation is encouraged, but not required, to pay this fee on behalf of the student. The current technology fee is listed [HERE](#).

Renter's insurance.

Professional liability insurance.

Intern's Responsibility

HEALTH INSURANCE

The Intern is responsible for securing and paying for their own health insurance.

TECHNOLOGY FEE

Each Intern is required to pay Wartburg Theological Seminary a technology fee. The technology fee will be charged to the Intern's seminary account. The congregation is encouraged, but not required, to pay this fee on behalf of the student. The current technology fee is listed [HERE](#).

RENTER'S INSURANCE

PROFESSIONAL LIABILITY INSURANCE

FICA

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

MILEAGE REQUEST FORM

Each intern that moves will receive mileage reimbursement at 40 cents per mile for one vehicle only. Mileage is based on the distance between Wartburg Theological Seminary and the Internship congregation. (40 cents times the number of miles) If mileage is less than 250 miles, a flat rate of \$100.00 is paid.

Mileage is paid to and from Wartburg Theological Seminary and the Internship congregation. Students who for personal reasons request and receive placements at very distant sites may be limited to \$300.00 for round trips.

To receive mileage reimbursement, the student must complete the Internship Mileage Request Form, found on the student's Internship Castle Commons Page, within 14 days of arriving at their internship site.

ACCOMMODATION REIMBURSEMENT REQUEST FORM

To be eligible for an accommodation reimbursement, relocation must include over 700 miles of travel one way. Mileage is based on the distance between your current home address listed on file and the Internship congregation. One night's accommodation reimbursement is capped at \$200, with the expectation that the student will seek reasonable accommodations for the night.

To receive accommodation reimbursement, the student must complete the Accommodation Reimbursement Request Form, found on the student's Internship Castle Commons Page within 14 days of arriving at their internship site.

PLEASE NOTE: When returning FROM internship, all three (3) SIGNED final evaluations (Supervisor, Internship Committee and Intern's) must be received by the Contextual Education Office before a mileage check will be dispersed for mileage and/or accommodation reimbursement. Please allow 2-3 weeks for delivery of your check.

Internship Financial Worksheet

Wartburg, along with other Lutheran seminaries, operate under a church wide policy established by the Evangelical Lutheran Church in America.

Expenses	Payable to	Amount
Administrative Fee Onetime Fee	Wartburg	
Travel Pool Onetime Fee	Wartburg	
Stipend Monthly Fee	Intern	
FICA FICA based on the total value of the stipend plus housing provided.	IRS	
Work Expenses Based on approved expenses incurred in his/her work.	Intern	
Synod Assembly, Synod Theological Conference, Internship Clusters Varies with location & length of event.		
Travel Reimbursement Automobile expenses incurred in performance of assigned duties. IRS Guidelines or a monthly allowance of \$100.	Intern	
Housing and Utilities Varies based on location and family size.		
Housing -Moving Expenses Only if unfurnished or under-furnished housing is provided. (in addition to the travel pool amount of \$500.00)		
Optional Expenses		
Intern's share of FICA Based on the total value of the stipend and the housing provided to the intern.	IRS	
Expenses for Intern visit to congregation prior to internship start for introduction/orientation		
Intern's Technology Fee Charged per semester to Intern's student account.	Wartburg	
Renter's Insurance		
Professional Liability Insurance		
Estimated Total		

The Supervisor



IN THIS SECTION:

- The Supervisor's Role
- Understandings & Commitments
- Characteristics & Attributes
- Remuneration
- Supervisory Sessions
- Resources

The Role of the Supervisor

During Internship, the supervisor and congregation are viewed as extensions of the seminary faculty in this important dimension of theological education. Regular weekly scheduled supervisory meetings are important to the internship experience. As a primary accompaniment partner, the supervisor, with the intern, focuses on the intern's personal, professional, and theological development and formation as a Rostered Leader.

Understandings and Commitments

- The Supervisor/Intern relationship
 - Exercises a posture of generosity
 - Employs an attitude of goodwill
 - Embodies a posture of openness
 - Is mindful of the impact of language
 - Is attentive to the effect of power
 - Is rooted and grounded in trust
- The supervisor helps the intern start strong, attending to on-boarding essentials, community orientation, and essential ministry information
- The supervisor assumes responsibility for introducing the intern to staff, lay leadership, key volunteers, key community people, congregational story-keepers, text study groups, and ecumenical colleagues
- The supervisor works with the intern to develop a Learning Service Agreement, plan toward its completion, and evaluate progress
- The supervisor assumes responsibility for weekly supervision conversations that through an action/reflection style of conversation, focus on two critical formation questions:
 - What am I learning by doing?
 - Who am I becoming by being?
 - If the Intern has a mentor, the mentor will focus on this question
- These conversations:
 - Affirm gifts for ministry
 - Assess particular experiences
 - Constructively critique the intern's work
 - Identify growing edges
 - Plan for next steps
- The supervisor advises and shepherds the formation of the Lay Internship Committee
- The supervisor serves as a resource person for the Lay Internship Committee
- The supervisor serves as an advocate for and interpreter of teaching and learning ministry to the congregation
- The supervisor provides congregational leadership with the financial expectations for the internship
- The supervisor practices healthy boundaries
- The supervisor maintains open communication between the intern and the seminary
- The supervisor participates in all training opportunities offered by Wartburg Theological Seminary
- The supervisor participates in Internship Cluster Gatherings with the intern
- The supervisor participates in any site visits conducted by WTS
- The supervisor completes all required evaluations

Characteristics and Attributes of a Successful Teaching and Learning Supervisor

- Understands and embraces call to teaching and learning ministry
- Understands contextual learning and interprets that to the congregation
- Secure in their own pastoral identity
- Embraces the call to guide the formation of who God is calling the intern to be; does not seek to mold the intern in their own image
- Provides the intern space to learn and grow
- Trusts the formation process
- Has hard conversations when necessary to help the intern grow
- Embodies grace and models forgiveness
- Demonstrates and builds trust
- Adaptable, flexible, and comfortable with change
- Creates space for the intern to fail
- Celebrates the milestones of the intern
- Clear understanding of congregational systems
- Patient
- Fundamentally self-aware

Remuneration

Wartburg Theological Seminary is grateful for pastors who embrace the call to serve as internship supervisors as a part of their own call to Word and Sacrament ministry. WTS does not expect financial compensation for supervisors. However, some congregations and synods, especially for detached supervisors, deem it appropriate to recognize with financial compensation the significant time, spiritual, and emotional commitment that a supervisor makes to an intern for the sake of the church. If this is the case, we suggest that the following components be considered for any compensation agreement.

- Specification of a maximum number of hours/month (excluding travel) at a mutually agreed upon hourly rate.
 - Mileage will be reimbursed at the current IRS rate.
 - Delineation of specific responsibilities to include, but not be limited to:
 - Face-to-face meetings with Intern ___ times per month
 - Attend worship to observe worship leadership and sermon delivery ___ times per month
 - Attend Council Meetings ___ times per year
 - Attend Ministry Site Committee meetings upon specific request
 - Participate in phone or electronic meetings with Intern _____, the Seminary, or the Candidacy Committee, etc. as requested and needed.
 - *Add additional space as needed*
 - Pastor _____ will provide the Church Council of _____ with a monthly report for reimbursement, noting miles driven and hours in supervisory work.
-

Supervisory Sessions

Internship supervisors will typically be ordained Lutheran pastors or deacons with at least three years of pastoral or diaconal experience. As models for future Rostered Leaders, they play a critical role in the Intern's growth and formation.

Supervisors are also expected to actively participate in training sessions prior to each internship and participate in cluster gatherings during the year with other supervisors and Interns in their region.

The focus and character of the Supervisory Sessions are different than management or planning meetings that focus on parish plans and goals. Supervisory Sessions focus on the Intern's personal, professional, and theological development and formation as a Rostered Leader. These sessions provide the opportunity to affirm gifts for ministry, assess particular experiences and critique areas where further growth is indicated.

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

Guidelines

- Focus supervisory conversations on two pivotal questions:
 - What am I learning by doing?
 - Who am I becoming by being?
- Maintain a regular weekly schedule with both parties giving top priority to the sessions. For Interns serving in detached sites, Supervision can be in-person, via video conference (such as zoom) or a combination of both. Consider noting it on the church calendar so congregational members know not to contact you during the session.
- Find a quiet and neutral place to meet, devoid of interruptions (especially phone calls, email, and other digital distractions).
- Consider beginning with scripture/devotional reading and prayer and alternating the leading of this time.
- Expect the Intern to bear a large share of responsibility for the focus and direction of the meeting.
- Be a creative, intensive, empathetic listener. Overall, the Intern will do more talking than the supervisor.
- Ask questions which stimulate, challenge, and clarify without dominating the reflective process. The supervisor seeks to maintain focus on the development of the Intern as a pastor or deacon. A key task will be to identify and articulate issues which impede the performance of effective ministry.
- Invite theological reflection on God's role in the Intern's life and in the ministry of the congregation.
- The relationship should not become that of a counselor-counseled. It is difficult to keep a useful balance between the roles of supervisor and counselor. If the Intern needs professional counseling, this needs to be arranged with a professional other than the supervisor.
- At the conclusion, take time to summarize the conclusions and evaluate the session. In order for the quality of the reflection to remain focused, intentional evaluation for the supervisory session itself should take place regularly. On these occasions, the supervisor will want to take the initiative in requesting feedback regarding the helpfulness of the Supervisory Sessions and consider constructive suggestions from the Intern.

Topics

- One's call to ministry
- The pastor or deacon as resident theologian
- Incorporating study into the weekly routine
- Prayer and the spiritual life
- Leading worship
- Social ministry
- Sermon preparation (including exegesis) and preaching
- Pastoral care, visitation, evangelism
- Ecumenism and the local congregation
- Church administration
- The pastor or deacon as person (self-care)

Pre-planning for sessions by Intern and supervisor may be useful (e.g. Intern may prepare verbatim of a recent call and give to supervisor to read a day or two ahead of session). If major focus is to be on a recent sermon, each will have previewed the audio or video tape. Occasionally the Intern may wish to share a journal of recent days. In the early weeks as the LSA is being prepared, the Intern will submit a draft of Goals Statements two days or more prior to the weekly supervision session.

Internship Supervisor & Committee Resources

Interns have access to a wide variety of helpful resources, handbooks, templates, links, suggested reading materials, etc. through their Castle Commons Internship Page. You are encouraged to review the available resources with your Intern.

Expected Forms and Communication



IN THIS SECTION:

Required Communication
Castle Commons
Timeline
Required Internship Paperwork

Required Forms of Communication

Intent to Apply (Only Required for CL and MADM students)

Basic Information Form (BIF)

Learning Service Agreement (LSA)

Internship Check-Ins (Word & Service) OR 3 Month Evaluations (Word & Sacrament)

Midterm Evaluations (Word & Service) OR Mid-Year Evaluations (Word & Sacrament)

Final Evaluations

Notice of Internship Completion

Documents must be signed by all parties when necessary. Do not submit documents without the proper signatures. If you submit a form or document without proper signatures it will not be recorded.

**Additional documents are required of students prior to internship placement. These requirements will be communicated separately.*

Internship Castle Commons

Interns have been added to the Castle Commons Internship page. For all documents, handbooks, etc. please go to the Castle Commons page.

All required forms and materials must be submitted through the Castle Commons Page. Emailed forms or forms completed incorrectly will not be filed and recorded.

Timeline of Materials

At the completion of your Internship you will have submitted the following forms and documents to the Contextual Education Department.

**Send copies of all evaluations to your Synod/Candidacy Committee.*

Please pay special attention to the timeline below.

**Due prior to internship assignment.
Dates Announced annually.**

Internship Application
To be completed by the Intern.
**Accessed and submitted through the
Internship Castle Commons Page**

**Due prior to internship assignment.
Dates Announced annually.**

Petition Restriction
To be completed by the Intern.
**Accessed and submitted through the
Internship Castle Commons Page**

**Due December 1st (January Start) OR June
1st (Summer Start)
For MDiv RL & DL Students Only**

Basic Information Form (BIF)
To be completed by the Intern.
**Accessed and submitted through the
Internship Castle Commons Page**

**Due 2 Months From
The Start Date of your Internship**

Learning Service Agreement (LSA)
To be completed by the Intern in collaboration with
the supervisor & internship committee, taking into
consideration Candidacy recommendations
**Accessed and submitted through the Internship
Castle Commons Page**

**Due 3 Months From
The Start Date of your Internship**

**Internship Check-In (Word & Service)/3 Month
Evaluation (Word & Sacrament)**
To be completed by Intern and the Supervisor.
Both reports should be discussed and signed.
**Accessed and submitted through the
Internship Castle Commons Page**

**Due at the Halfway
Point of your Internship**

**Midterm Evaluations (Word & Service)/Mid-Year
Evaluations (Word & Sacrament)**
To be completed by the Intern, the Lay Committee
and Supervisor.
All three evaluations should be discussed and signed.
**Accessed and submitted through the Internship
Castle Commons Page**

**Due 30 Days Following
The End Date of your Internship**

Final Evaluations
To be completed by the Intern, the Lay Committee
and Supervisor.
All three evaluations should be discussed and signed.
**Accessed and submitted through the Internship
Castle Commons Page**

**Due 30 Days Following
The End Date of your Internship**

Notice of Internship Completion
To be completed by the Intern
**Accessed and submitted through the Internship
Castle Commons Page**

The Learning Service Agreement (LSA)

In collaboration with the supervisor and the Lay Internship Committee, the Intern crafts a Learning Service Agreement that outlines how the Intern hopes to learn and grow during the internship year.

The Learning Service Agreement is divided into three parts:

- 1) Global Goals
- 2) Contextual Goals
- 3) Competency Specific Goals

The Intern is encouraged to incorporate and specific recommendations from Candidacy for internship into the LSA, as well as any recommendations from the academic advisor.

The LSA should emerge out of intentional conversations. It is to be submitted within two months of the beginning of the internship and can be found on the Intern's Internship Castle Commons Page.

The LSA will reflect upon:

- Global Goals: the ways in which the Intern will seek to grow and develop in their overall pastoral identity and pastoral imagination during their internship.
- Contextual Goals: goals that are specific to the Intern's particular internship context. These goals reflect learning and serving opportunities that can happen only because of the context in which the Intern serves.
- Competency Specific Goals: ways in which the Intern will grow and develop in the areas of Leadership, Theological Articulation, Leading Worship, Preaching, Teaching Adults, Teaching Youth & Children, Evangelism, Pastoral Care, Administration, Stewardship Leader, Leadership of Social Ministry, and Raising up Leaders for the Church.

The LSA is a living document that should guide the Intern's work and formation. It should be revisited at each evaluation time and be adjusted as needed.

Evaluations

Formal evaluations assist the Intern in growth toward competency.

Word and Sacrament evaluations are due at approximately three, six, and twelve months. A timeline is provided in the "Timeline of Materials" section of this Handbook.

Word and Service evaluations are due at approximately three months, at mid-internship and at the conclusion of internship. A timeline is provided in the "Timeline of Materials" section of this Handbook.

These evaluations assist in monitoring the progress of the Intern in developing the theological, professional, and personal skills which are necessary for ordination as a pastor or deacon in the Evangelical Lutheran Church in America.

All evaluation forms are available on the Wartburg website, ELCA website and the Internship Castle Commons Page.

- The first two sets of evaluations are 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. This report and evaluation also aim to foster discussion between Intern, Supervisor, and Lay Internship Committee about issues which promote a candidate's readiness for ministry.
- The final evaluation has special importance insofar as it is used by the seminary and the synodical candidacy committee in measuring the successful completion of the internship year. For this reason, the Final Evaluation asks for more detail than the earlier evaluations of the Intern's progress.

Please complete and sign all evaluations. Evaluations should be submitted through the Internship Castle Commons Page. It is the Intern's responsibility to share evaluations with their Synod/Candidacy committee. **Unsigned evaluations will not be accepted.**

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

Notice of Internship Completion

The Notice of Internship Completion form should be completed and submitted along with the final evaluations. The form provides a summary of each evaluation, feedback on the Intern's site and supervisor, and final dates of internship.

The form can be accessed through the Internship Castle Commons Page.

A Note About the Confidentiality of Internship Reports

The evaluations sent to the Contextual Education Office are seen by the Contextual Education Office, the Intern's advisor and faculty committee, and the Synod/Candidacy committee. **The evaluations 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 form that is sent to the bishops of the ELCA as part of the assignment and first call process.

Internship Visits & Workshops



IN THIS SECTION:

Virtual Site Visit
Training/Workshops
Requesting Meetings



Virtual Site Visit

MDiv & MADM RL & DL students will have a virtual site visit scheduled following the halfway point of the internship. This visit will be scheduled by the Contextual Education Office. The purpose of the visit is relational and caring, and an opportunity to express our profound gratitude to the congregation for their partnership in the Internship ministry. Conversations focus around celebration of joys, reflections on the growth, learning, and formation of pastoral identity that are intrinsic to the internship year, and the pastoral formation of one participating in God's mission in the Church.

Each visit is unique, but there are some common intentions. The conversation with the Intern, supervisor, and committee chairperson or representative from the internship committee will center around how things are going for all partners, areas of further growth for the Intern & addressing any issues or challenges that arise in the midterm/mid-year evaluations.

Again, the purpose of this meeting is caring, listening, and highlighting of information that may assist the supervisor in attending to their work with the Intern throughout the year.

These meetings will take place virtually by Zoom or may take place in person depending on circumstances, location and needs.

CL Students may have a virtual site visit scheduled as needed during internship to address any issues or challenges that arise.

Supervisor & Committee Training Workshops

The Contextual Education Department will host a training/workshop for internship supervisors & committee chairs once a semester. Workshops will include a review of roles, responsibilities & internship paperwork as well as a time of fellowship, discussion & sharing resources/advice with fellow supervisors & committee chairs.

Intern Workshops

The Contextual Education Department will host a workshop each semester for students currently serving on (or registered for) internship. Workshops will include a review of roles, responsibilities & internship paperwork as well as a time of fellowship, discussion & sharing with fellow interns.

Requesting Meetings

If an Intern, Supervisor, or Internship Committee Chairperson requires a conversation with the Contextual Education Office, the request should be emailed to Contextualeducation@wartburgseminary.edu. The request should include the topic, question, or concern of the meeting along with a few times/days that would work for scheduling a meeting.

Cluster Retreats



IN THIS SECTION:

Cluster Retreats
Goals
Observations & Suggestions
Topics in Theological Training

Cluster Retreats

The purpose of the clusters is to provide guidance to the internship process and to give personal and professional support to the Intern and supervisor in this important aspect of clergy training.

Supervising pastors and Interns are expected to attend cluster events which are held in their region two or more times during the internship year. One of the Lutheran seminaries in the country is assigned to facilitate the cluster events in each region.

Participation in at least one cluster event is required for the successful completion of internship.

Pastors and Interns are asked to give the cluster events high priority in their schedules. Seminaries understand the need to schedule these events early to allow for good planning on everyone's part.

It is hoped that lodging and travel for pastor and Intern will be covered by the congregational budget.

Goals In The Following Five Areas

Spiritual Formation

To share the exploration of spiritual maturity, spiritual disciplines, spiritual crises.

- What are the characteristics of people regarded as "spiritually mature"?
- What are the most important stimulants and sources for spiritual development?
- What role might growth groups play in spiritual formation?
- How shall internship relate to spiritual formation, especially through supervisory processes?

Personal Growth

To develop deeper self-awareness of our own personhood, to deal with self-concept issues, to enhance self-confidence, to articulate where we are on our own growth frontiers, and to become more intentional about personal growth.

Relational Maturity

To provide an opportunity to interact with other Intern/pastor teams in the sharing of mutual concerns and goals. We expect to nurture skills relating to active listening, provide useful feedback, contract expectations, work through conflict situations, and do an evaluation. Again, a primary question is, "How can caring supervision help to build relational maturity?"

Professional Development

To study and discuss the professional aspects of the ministry. Interns evaluate their pastoral identity and personal ministry via supervision. Pastors evaluate their supervisory task and their personal style of supervision.

Integration of Knowledge with Experience

To facilitate action/reflection learning by repeatedly taking a studied look at a piece of ministerial practice in light of our Christian/Lutheran heritage; to allow theory to inform practice and for practice to serve as a reality test for our theory; to keep a tensioned inter-play going between the cognitive and the experiential, between knowing and doing, between "theoria" and "praxis".

Observations and Suggestions

The first Cluster meeting of the year is typically held before the end of October.

Cluster programming will be balanced, having some solid educational content relating to the pragmatic functioning of ministry and some work on inter-relational processes. Sponsoring seminars and conveners will be quite insistent on maintaining a mix since exclusive attention to one or other of the programming styles has generally been assessed as less desirable.

We like to think of Clusters as providing professional peers with an opportunity to reflect on ministerial practice in a collegial style as they analyze and assess present facts and feelings in light of normative traditions and the best of professional and personal growth standards.

Quite often it is reported that some of the best benefits associated with the Cluster operations grow out of conversations between Intern and pastor while traveling to and from the Cluster meetings.

As with most group endeavors, individual needs sometimes run counter to the group's declared task agendas. Persons who seek to manipulate the group through efforts to dominate or by means of passivity need to be confronted with their blocking behaviors. Cluster programming needs to be clearly and intentionally geared to the doing of ministry, and ought to capitalize on the unique mix of professional learning/serving teams.

Topics in Theological Training

- Ecclesiastical polity and politics--administration and management.
- Time management--personal and professional.
- Processes of caring for community.
- Styles of evangelical outreach.
- Issues of professional ethics.
- Sacramental practices--in theological and pastoral care perspectives.
- Helps with the special offices: wedding, funerals, confirmations.
- Parish education.
- Conflict management and resolution.
- Youth and young adult ministries.
- Ministry and marriage.
- Personal finances and money management.
- Support systems for clergy.
- Congregational budget processes and stewardship education.

These suggestions are based on a format developed by Luther Seminary.

The Lay Internship Committee



IN THIS SECTION:

Forming the Lay Committee
The Lay Committee's Role

Forming the Lay Committee

Since the purpose of internship is the preparation and formation of a future pastor or deacon for the Church, the LIC shall be composed of:

- People who understand and are excited about participating in the formation of the Intern as a future pastor or deacon.
- People with the skills to discern issues and evaluate an Intern.
- People with enough personal ego strength to engage in honest feedback and dialogue.
- The supervisor's spouse or other family members shall not serve on the LIC for reasons of assuring trust in the confidential nature of the relationship with the committee.
- Retired clergy who are members of a congregation should not be considered when forming the committee.

A Committee might be composed of the following:

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

Because the LIC will look at overall effectiveness of this pastor-to-be or deacon-to-be in all aspects of ministry, two basic ingredients are recommended for each meeting of the committee:

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

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 or deacon can be supportive of the ministries of God's people in everyday life.

The Lay Committee Handbook is available to Interns on their Internship Castle Commons page. Committees are encouraged to obtain a copy of this handbook from their Intern OR may contact the contextualeducation@wartburgseminary.edu to request a copy.



The Role of The Lay Internship Committee (LIC)

As people of faith, we recognize that the work of ministry is the call of the whole people of God. The liturgy for the Affirmation of Baptism reminds us that we who are baptized into Christ, live together as God's faithful people. Together, we gather to hear the word of God and are nourished in God's holy meal. Together, we proclaim the good news of God in Christ Jesus by what we say, what we do, and who we are. Together, we embrace our common humanity, serving all people, just as Christ serves us. Together, we strive to embody the good news of God through our work for justice and peace.

Ministry therefore is not solely the work of those called and ordained to Word and Sacrament or Word and Service; nor is it solely the work of the laity. Ministry is the work of the whole people of God. To this end, the LIC helps the Intern grow in understanding what it means to live out a particular call within and among the people of God. Hence, the LIC serves three primary purposes.

Uplifts The Intern

First, the LIC uplifts, supports, and embodies the **mutuality** of ministry. The LIC helps the Intern grow in a lived understanding that the whole people of God share a mutual concern for the proclamation of the Gospel. The laity and the ordained together are filled with the Holy Spirit to bring Christ's love to a broken and hurting world. The LIC helps the Intern embrace this mutuality while growing in their own ministerial identity. Below are some questions that might help guide the LIC's work of mutuality:

- What does the congregation need to know about the Intern's life and ministry goals that will help the congregation be a partner in mutuality?
- What does the Intern need to know about the congregation that will help the Intern be a partner in mutuality?
- What does the congregation need to know about the Intern's goals and work within the congregation, and how can the congregation be a mutual partner in that ministry?

Accompanies The Intern

Second, the LIC accompanies the Intern in learning, serving and integrating into the life and ministry of the congregation. The LIC walks with the Intern in getting to know the congregation, its stories, its unique ways of living out its ministry, its hopes and expectations. In such a way, the LIC helps the Intern learn the types of questions to ask when beginning in a new ministry setting.

Below are some questions that might help guide the LIC's work of accompaniment:

- What are the traditions of the congregation that would be helpful for the Intern to know?
- What does the Intern need to know about the congregation's worship life, especially with regard to Advent/Christmas, Lent/Easter, Affirmation of Baptism (Confirmation), Reformation, funerals, weddings, and other special worship times?
- What does the Intern need to know about the congregation's culture and expectations regarding hospital visitation, shut-in visitation, other circumstances of pastoral care, youth ministry, and other specialized ministries such as women's ministries or men's ministries?
- How can the LIC best serve as a "listening ear" for the Intern to celebrate the joys/successes of ministry as well as bear the sorrows/failures of ministry?

The LIC's work of accompaniment also assists the Intern in both doing the work of ministry and reflecting upon that work. The committee, along with the supervisor, helps the Intern create an on-going work plan to live into the established goals and reflect upon the work that the Intern is doing.

Below are some questions that might guide this component of the LIC's work of accompaniment:

- How is your work / life balance?
- How much time are you spending on each area of responsibility? Does that feel about right to you? Are there areas of ministry for which you do not feel like you have enough time? Do your actual responsibilities "fit" within the time specified?
- What is going well?
- What is challenging for you?
- Talk about _____. What did you learn from this experience about yourself, about the congregation, about ministry?
- What would you do differently next time?
- In the face of something that did not go well: Talk about what happened? How do you respond to failure? What does failure do to you? What can you learn from this? What do you need to "pick yourself up and try again?"
- In the face of a mistake for which an apology is needed: Talk about what happened
- What form of an apology is needed? How does forgiveness and reconciliation shape you?
- How can we better accompany you?

Evaluates The Intern

Third, the LIC, on behalf of the whole church, **evaluates** the Intern to enhance, empower, and nurture the Intern's learning, crafting and leaning into learning goals for the sake of formation. The LIC formally evaluates the learning goals for the sake of formation. The LIC formally evaluates the Intern's progress toward competency in ministry mid-way through the internship and at the end of the internship. A separate handbook details the full evaluative responsibilities of the LIC.

After Internship



IN THIS SECTION:

Approval Essay
Debriefing



Final Year Approval Essay

The Vocation and Education Unit of the ELCA will e-mail the "Approval Essay" to the Vice President for Admissions & Student Services at Wartburg during the middle of June.

The Candidacy Contact Person at Wartburg will then e-mail the Intern providing a link to the questions on the ELCA website.

All candidates for ordained ministry who will be assigned in February are required to complete the essay before the September 1 deadline.

Interns and supervisors will need to work together to allow sufficient time for completing the essay. All further information will be provided by the Wartburg Candidacy Contact Person.

Debriefing

Within the first month of completing internship, the Intern will need to meet with their academic advisor and debrief about their internship year. It is the Intern's responsibility to contact their academic advisor and provide them with a full copy of their evaluations.