**Wartburg Theological Seminary**

**MADM (Deacon) Internship Supervisor**

**The MADM (Deacon) Internship**

The 1,000-hour Deacon Internship (6 months full-time) provides opportunities for the student to demonstrate competence in the student’s area(s) of specialization. Various contexts, including significant engagement in a congregational context, may be arranged sequentially and cumulatively to arrive at the required minimum 1,000 hours.

The Deacon Internship is arranged in consultation with the Wartburg Seminary Director of Contextual Education, the internship site, and the synod Candidacy Committee, and is approved by the Wartburg Seminary faculty. Prior to internship, the student normally is expected to have completed a unit of CPE, or an acceptable equivalent, completed all pre-internship course requirements, and be endorsed by a synodical candidacy.

The Deacon Internship may begin concurrently with coursework in Year 2 of the student’s MADM program or in the summer following Year 2. The MADM internship fulfills 12 credits toward the student’s degree.

Internship provides students a significant contextualized experience in ministry as a fundamental component of their theological education. The purpose of internship is for students to develop their diaconal skills and diaconal imagination through an experience of practicing ministry and reflecting upon that experience. It is an action-reflection style of learning. Interns grow in their diaconal identity, spiritual development, theological reflection, practical skills, emotional maturity, stewardship leadership, and missional leadership. To this end, the internship focuses on 9 essential competencies:

1. ***Primary Area of Specialization****.* Name and consider the intern’s demonstrated skills in the intern’s primary area of specialization.
2. ***Secondary Area of Specialization.*** Name and consider the intern’s demonstrated skills in their secondary area of specialization.
3. ***Diaconal Leadership:*** Consider the intern’s ability to articulate the interconnectedness of the church and the world and the capacity to engage people and lead them toward active participation in God’s mission in the world. Ability to be adaptive and sensitive to context of ministry. Live out a clear Christian identify as example in a community of faith.
4. ***Social Justice.*** Consider the intern’s ability to speak and act publicly to the world in solidarity with the poor and oppressed, call for justice and peace, and proclaim God’s love for the world.
5. ***Evangelism.*** Consider the intern’s ability to witness to the realm of God in the community, the nation, and globally and empowering others to do the same.
6. ***Theological Articulation.*** Consider the intern’s ability to speak clearly and with insight about the Christian faith from a Lutheran perspective in teaching, preaching and daily life.
7. ***Equipping Others.*** Consider the intern’s demonstrated capacity to mobilize people of faith with different gifts and perspectives that can enrich the church’s witness in the world.
8. ***Administration.*** Consider the intern’s ability to plan, lead, coordinate, and delegate work/responsibilities. To communicate effectively in various situations through both written and spoken means.
9. ***Stewardship Leader.*** Consider the intern’s ability to articulate and model Christian stewardship of life, talents and resources in ministry leadership and personal life.

**The Role of the Supervisor**

During Internship, the supervisor and ministry sites 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, ministry site story-keepers, text study groups, and ecumenical colleagues
* The supervisor works with the intern to develop a Learning Covenant , 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? 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 ministry site
* The supervisor provides ministry site 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 Successful Teaching and Learning Supervisors**

* Understands and embraces call to teaching and learning ministry
* Understands contextual learning and interprets that to the ministry site
* Secure in their own diaconal (or 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
* Patient
* Fundamentally self-aware

**Remuneration**

Wartburg Theological Seminary is grateful for those who embrace the call to serve as internship supervisors. WTS does not expect financial compensation for supervisors. However, some congregations, ministry sites 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 larger church. WTS can assist ministry sites in developing an agreement with internship supervisors. Contact contextualeducation@wartburgseminary.edu for assistance.