

Table of Contents

Introduction	pg 2
Section I: The DCE Internship Program	pg 4
Section II: Roles, Expectations, and Responsibilities	pg 6
Section III: Guidelines, Policies and Specific Concerns Relating to the DCE Internship	pg 10
Section IV: Guides to Interning	pg 21
Section V: Materials and Forms for Use in the DCE Intern Experience	pg 37

Introduction

The purpose of this handbook is to provide information to the DCE Intern, Intern Supervisors, and congregations participating in the Internship program of Director of Christian Education from Concordia University. It is written with the hope that all who participate in the DCE process will:

1. Gain an understanding of the significant role that the Internship has in the total professional preparation of the DCE student;
2. Have clear expectations of the role of the Intern, Supervisor, Congregation, University and DCE Program Director in the Internship experience; and,
3. Have a resource document that outlines the basic policies and guidelines governing the Internship, the various practices, and procedures involved in the Internship process, and have access to references, forms, profiles, and contracts used during this learning experience.

Hopefully, this material will contribute to an enjoyable and challenging learning experience for all involved. If there are any questions or concerns that are not covered in this handbook, please direct them to the DCE Program Director.

A special word of thanks to the Pastors, DCEs, Administrators, and students who have contributed to the ongoing development of the Concordia University Texas DCE Program.

Dr. Jacob Youmans
DCE Program Director
Concordia University Texas

What is a Director of Christian Education?

A Director of Christian Education, by The Lutheran Church-Missouri Synod definition, is a synodically certified, called, and commissioned life-span educational leader prepared for team ministry in a congregational setting. In this setting, a DCE is:

- A called minister of the Gospel;
- A professionally trained parish education specialist;
- A team minister who works with the pastor, staff and lay leaders of the congregation;
- An administrator and resource person of parish education and youth;
- A teacher of the faith, and;
- A trainer of the laity for service inside and outside of the parish.

In 1959, the LCMS in convention resolved, "that congregations be encouraged to analyze their parish program and, where needed, to establish the office of Director of Christian Education in order to provide additional leadership for the educational program of the congregation." In 1962 in convention, the LCMS encouraged "the field to grow with the passing of another resolution that teachers' colleges be encouraged, with approval of the Board of Higher Education, to intensify the program for training Directors of Christian Education in their curricula." Almost 50 years later, there are six Concordia Universities that certify DCEs. Concordia University Texas is the newest to add DCE certification to its list of majors. Concordia University Texas accepts and abides by the Synodical mission statement for all DCEs established at the 1999 DCE Summit:

Empowered by the Holy Spirit, the DCE plans, administers and assesses ministry that nurtures and equips people as the Body of Christ for spiritual maturity, service and witness in home, job, congregation, community and the world. (Ephesians 4:11-16, 2 Timothy 3:16-17)

Section I: The DCE Internship Program

Overview of the DCE Intern Program

The DCE Internship (REDU 41210, 41211) is a directed and supervised, academic, one-year training program for college graduates who seek DCE certification in the Lutheran Church Missouri Synod. It enables the students to experience as many aspects of the educational ministries in a congregation as possible, including teaching, youth work, family life, adult education, counseling, evangelism, church music, etc.

The Internship is designed to be a mutually cooperative ministry relationship between students, congregations, and Concordia University that will meet the needs of the field work experience, additional staff, and provide a structured learning laboratory.

The Pastor, DCE or another called worker serves as the Intern's Mentor and is responsible to advise, oversee, evaluate the work of the Intern, and report their observations and conclusions to the CTX DCE Program Director. The Intern is expected to gain exposure through a wide variety of congregational experiences to better prepare him/her spiritually, practically and academically for his/her first call as a Director of Christian Education.

Goals: REDU 41210, 41211—The DCE Internship is designed to:

1. Enable the student to mature as a person and as a professional.
2. Develop instructional & administrative skills which may only be gained by experience.
3. Raise the professional quality of the full-time church worker.
4. Help the Intern gain a better understanding of an organization's mission and ministry.
5. Have the Intern experience a ministry team with the Pastor(s), DCE(s) & other professional staff, as well as with other professional church workers in the circuit, district & synod.
6. Let the Intern relate classroom theory to real ministry experiences.
7. Make a modest contribution to the ministry.
8. Clarify future learning needs through assessment and evaluation.
9. Develop an appreciation for & sense of commitment toward the ministry.
10. Increase self-confidence to the point where the Intern can enter his/her first DCE position with competent skills & confident feelings to the Call of Ministry.

Glossary Related to the DCE Internship Program

There are several terms and abbreviations which are associated with the DCE Internship Program. It is helpful to clarify them for the sake of mutual understanding and clear communication.

CTX – Concordia University Texas

CUS – Concordia University System, 6 of the Concordias have DCE programs: Chicago, Irvine, Portland, St. Paul, Nebraska and Texas.

DCE – Director of Christian Education.

DCE Certification – The final approval granted to the student who successfully completes the DCE Internship, allowing them all the rights and privileges of that status.

DCE Intern – The student learner who spends at least a year in a supervised ministry setting to gain experience and new learning that will equip him/her for future service as a full-time Director of Christian Education.

DCE Intern Supervisor – The DCE Program Director or a Field DCE who supervises the year-long internship and makes evaluation visits twice a year.

DCE Intern Mentor – Pastor, DCE or other called worker who monitors the intern in his/her ministry during the year-long internship.

DCE Internship – The 12 month, full-time experience assigned to the student by the DCE Program Director in a congregation or agency of the LCMS.

DCE Program Director – The faculty/staff member(s) of Concordia University who have assigned administrative duties for overseeing the entire DCE Training and Preparation Program for DCE's at CTX.

DCE Cluster Groups – The title used by many District and area support groups of professional DCEs. Interns are encouraged to become acquainted with such groups during internships.

DCE Office – The hub of the DCE training program at Concordia University Texas, occupied by the DCE Program Director. Responsible for the administrative management of the CTX DCE Curriculum.

Intern Site – That congregation or other church agency which has received approval from the DCE Program Director as an eligible Intern training location.

Mid-Year Conference – The 3-day conference held on campus, for all Interns to spend time in evaluation, sharing, and reflection of the current Intern experience.

NADCE – The National Associate of Directors of Christian Education, the professional Organization of DCEs in the LCMS, www.nadce.org.

Orientation Meeting – The meeting of the Intern Mentors and Interns, for the sake of team building and communication of expectations and procedures.

Placement Director – The faculty member at CTX who has responsibilities for call placement in the LCMS.

SECTION II: Roles, Expectations and Responsibilities

The Congregational Intern Site: In order to avoid a possible “identity” struggle for the Intern, it is necessary that the congregation understand the goals of the Internship as previously stated before the Intern arrives. It is hoped that the congregation will accept the Intern as both a parish “worker” and also a parish “learner”. Internship is a paradox of student and professional. **The Congregational Intern Site is to assume the following responsibilities:**

1. Prepare an internship job description.
2. Have an understanding of the purpose and objectives of the Internship, recognizing that the Intern is a student and not a fully-prepared professional.
3. Assign the Intern a Mentor (usually a Pastor or DCE) and provide travel expenses for the Mentor to attend the Internship Orientation meeting at Concordia University Texas.
4. Provide for professional expenses of the Intern to attend workshops, conferences & gatherings.
5. Welcome the Intern and provide an ongoing support system for him/her through congregational boards, staff and individual members.
6. Provide the Intern an adequate salary (minimum \$900 per month) and housing.
7. Provide for the Intern’s Social Security withholdings.
8. Provide a Health Care Insurance program for the Intern if they are not covered by their parent’s health coverage.
9. Reimburse the Intern for his/her mileage incurred for congregational work at a rate established by the congregation.
10. Provide travel expenses for the Intern to attend the Mid-Year Intern Reflection Conference at Concordia University Texas.
11. Provide time for introducing/consecrating the Intern in front of the Congregation.
12. Notify the University no later than January 1, whether or not it is the intention of the congregation to extend a call to the present intern.
13. Clarify with the University, no later than February 1, whether or not it is the intention of the congregation to continue with the DCE Intern Program.
14. Establish an Intern Support Team.
15. Pay a \$150 Application Fee (to be refunded if no intern is assigned) and a \$350 Administrative Fee after the intern is assigned. Total cost to Congregation: \$500.

OPTION:

16. Pay or assist in the payment of the Intern’s tuition obligation to CTX for the DCE Internship, REDU 41210, 41211.

The Mentor Pastor/DCE: The Intern Supervisor will normally be a DCE or Pastor with some years of proven effectiveness in ministry, who is willing to serve as a colleague of the university faculty in assigning proper responsibilities to the intern, in guiding, advising, and in evaluating the work. The Mentor should also serve as a spiritual advisor to the Intern. It is of great importance that during his/her Internship the Intern experience significant spiritual growth. **The Mentor assumes the following duties:**

1. Provide the university with the necessary Internship application materials and follow up materials as requested.
2. Make arrangements for a University Supervisor's initial site inspection.
3. Assist in making arrangements for the Intern's housing.
4. Provide evangelical and constructive assistance in determining the expectations and responsibilities of the Intern.
5. Help congregational leaders understand the Internship program & welcome the Intern.
6. Attend the pre-Internship Orientation Conference at Concordia University Texas.
7. Orient the Intern regarding parish functions, agencies, office procedures, publications, records, budget, and physical facilities. Clarify procedures in the event of a "crisis".
8. Be available for scheduled meetings during the University Supervisor visits.
9. Guide the Intern in the preparation of selected learning situations, administrative tasks, leadership functions, planning and techniques of evaluation.
10. Continually clarify personal and congregational expectations of the student and his/her work.
11. Occasionally observe the student as he/she teaches or leads meetings and topics, providing him/her helpful feedback on his/her performance.
12. Schedule weekly time with the Intern. Focus of these meetings should be upon the Intern's concerns, responsibilities, weekly goals, areas needing improvement, & overall team concerns.
13. Systematically set aside time for personal sharing and prayer with the intern.
14. Advise the DCE Program Director of any circumstances negatively affecting the Internship and make helpful suggestions for improving it.
15. Complete the Mentor Evaluation prior to University Supervisor visits in Fall and Spring.
16. Complete and send the Congregation Evaluation form to Concordia University DCE Program Director upon completion of the Internship.

The Director of the DCE Program: The DCE Internship program is under the direction and supervision of the university, which operates through a DCE Program Director. **The responsibilities of the DCE Program Director in relation to the Intern Program are to:**

1. Receive Internship Applications, visit and inspect each potential site.
2. Select the Congregational Applications that are to become Intern sites.
3. See that all agreements are initiated and finalized with the Intern site.
4. Arrange with the Mentor all plans that may be necessary to insure that the Internship contributes to the development of the congregation, and the professional growth of the Intern.
5. Host an Internship Orientation at which the Mentor and the Intern are introduced to each other and trained for the Internship experience.
6. Prepare, select, assign, and orient the student for participation in the Internship program.
7. Provide a University Supervisor who will make visits while the Intern is serving the congregation. Generally, two visits are made.
8. Respond promptly to congregational and Intern requests for information and/or assistance.
9. Evaluate the work of the Intern in consultation with the Mentor Pastor/DCE on the basis of written reports and on-site visits.
10. Serve as host for the Mid-Year Intern Reflection Conference.
11. Certify the Intern for placement as a Director of Christian Education in the ministry of the Lutheran Church—Missouri Synod, based upon the recommendation of the Mentor and University Supervisor.
12. Make the initial placement of the DCE Candidate through the Board of Assignments.
13. Support the University Supervisors, Congregational Intern Sites, Internship Mentors and students in the process of training and equipping young men and women for ministry as Directors of Christian Education.
14. Develop a personal relationship with the Intern before he/she leaves for the Internship.
15. Be as conversant as possible with DCE ministry, history, philosophy and current practices.
16. Collect and file completed Supervisor & Intern Reports following each visit.
17. Review the final Written Report of the Intern.
18. Work with the CTX Placement Director in the coordination of Calls extended to Interns and the Intern Site.
19. Work with the CTX Placement Director in the coordination of placement Calls extended to interns from other congregations and agencies.
20. Make the final decision regarding termination of any Internship.
21. Reassign interns if their presence works to the detriment of the congregation or if the student's opportunity to learn is jeopardized.

The DCE Intern: It should be remembered that the Intern is a student gaining experience in life and ministry as part of his/her DCE training. He/she is **not** an experienced Director of Christian Education and therefore, the Intern is not to assume all the work and responsibility of a graduate DCE. *The Intern is a full-time student. The Intern is to assume the following responsibilities:*

1. Complete the coursework for the DCE/Religious Education program and be a graduate of Concordia University Texas.
2. Meet with the DCE Faculty for an internship interview.
3. Participate in pre-Internship Orientation meetings.
4. Clarify personal concerns with the DCE program Director.
5. Make arrangements to have a car available during the Internship.
6. Find out if his/her health insurance is covered by parents during Internship.
7. Register for the Internship (REDU 41210, 41211).
8. Pay all school-related costs.
9. Make travel arrangements to/from the Intern site.
10. Work with the congregation Mentor to schedule arrival time and date.
11. Participate as fully as possible in the ministry. (If married, this includes his/her family.)
12. Send the following reports and assessments:
 - a. **Weekly:** Weekly blackboard posts and responses with internship class.
 - b. **Supervisor Visit:** Complete internship evaluation forms before University Supervisor visits.
 - c. **Final Report:** During the final month of the Internship, the student is to complete a 5-page written report of the Internship experience. This report is to be done in essay form, typed, double spaced, with copies provided to the DCE Program Director, on-site Supervisor and other appropriate boards or committees.
13. Attend Mid-year Intern Reflection Conference at Concordia University Texas.
14. Facilitate the schedule and arrangements for the University Supervisor visits.
15. Report any serious concerns to the DCE Program Director immediately. He/she may be recalled to the university for consultation at any time. The Intern may not terminate his/her Internship assignment without prior approval of the congregation/agency and the DCE Program Director.
16. Complete Placement Information Form as prescribed by the CTX Placement Office.

SECTION III: GUIDELINES, POLICIES AND SPECIFIC CONCERNS RELATING TO THE DCE INTERNSHIP

Mentor/Intern Orientation Meeting: The significant beginning point of the Internship experience is the Mentor/Intern Orientation Meeting held on CTX's campus. The Mentor is expected to be in attendance at this meeting. The Intern Site will be responsible for the travel and housing expenses of the Mentor; CTX will provide local hotel information for those staying overnight and will provide lunch during the time of the scheduled meeting. Specific objectives for this meeting are:

1. The beginnings of a warm, positive relationship between Mentor and DCE Intern.
2. Addressing Mentor's questions and concerns.
3. Sharing a preliminary Internship job description.
4. Clarity regarding the expectation of the Mentor and congregation in the Internship process.
5. An understanding of the role of the University Supervisors.
6. Explanation of the assessment and evaluation forms everyone is responsible to complete.

Intern Support Team: It is extremely valuable for an Intern to receive support, constructive feedback and evaluation of his/her work from interested, perceptive, and involved lay people. Such evaluations ought to be solicited from a variety of people representing the various elements of the congregation. To ensure that lay people are regularly and consistently involved in the support, assistance and evaluation of the Intern it is recommended that an Internship Support Team be established. The Intern Support Team Will:

- Give personal and professional support to the Intern (and his/her spouse and family.)
- Describe for the Intern how his/her ministry is being received.
- Evaluate, encourage, constructively criticize and assist the intern in their ongoing ministry.
- Listen to and maintain dialogue with the Intern.
- Interpret to the ministry the Intern as learner/server- as a professional in training.
- Help the Intern anticipate and participate in healthy relationships.

Intern Job Description: It is the responsibility of each Intern site to have in writing the expectations and responsibilities assigned to the Intern. This Job Description should reflect the special needs, concerns, and ministries of the Internship site. No two Intern Job Descriptions are exactly alike. An example is given in Section V as a reference and resource in developing a written position description. A rough draft should be brought to the Mentor/Intern Orientation Meeting.

Student Status: While the Intern is a graduate of CTX, he/she still retains full-time student status. Interns are enrolled in REDU 41210 – 41211 for the entire Internship and are under the responsibility of the University. All guidelines that apply to on campus students are applicable to the Intern.

University Fees & Registration: The Intern has full-time student status; he/she is responsible for following the regular schedule of registration and fees. The Intern must register for REDU 41210 DCE Internship I. Interns must pay the required student fees and settle all other accounts with the Business Office. *No student shall be allowed to intern who has outstanding bills to the University.* Tuition for Internship is assessed as a semester fee and payable to CTX at the start of each semester.

IRS Responsibilities: Interns must pay federal (and State, where applicable) taxes on their Internship income. In addition, the intern is not eligible to claim “minister of religion” status regarding his/her housing. The congregation must withhold from the intern’s pay, an employer’s share of F.I.C.A. tax, and must also pay an employer’s share of such taxes. A federal W-2 form is to be provided to the student at the end of the calendar year. It is recommended that the Intern meet with the congregational treasurer and work out a mutually satisfactory way of handling all deductions.

Intern Renumeration:

Salary: Each year the CUS DCE Program Directors set a minimum salary for the coming Intern year. This amount is presented in the application. Salary should be reflective of the duties of the intern and the geographical location of the Intern site. The intern should receive salary in the regular fashion paid to other staff members. Salary Information will be shared at the Orientation Conference.

Housing: The Intern should receive a housing allowance commensurate with the cost of a studio apartment in the community. The Intern site may choose to provide living quarters for the Intern. (A house owned by the congregation, a member who needs house sitting, etc.). The preferred situation is for the Intern to live in their own place to gain experience in responsible living and personal independence. Interns needing to acquire their own housing should be aware of the possible requirement of security deposits, first and last month’s rent, etc. Congregations should consider assisting the Intern in these matters. If the congregation desires to secure the place of living for the Intern, then they will assume the costs. Any type of renter’s insurance would be the responsibility of the Intern in any situation.

Car Allowance/Mileage: The Intern is required to have a car available for use during Internship. When an Intern is participating in an activity related to his/her normal responsibilities as an Intern the congregation should reimburse the Intern for mileage. This may be done by providing a monthly car allowance or reimbursement on a per mile basis using the standard IRS per mile amount, or congregationally approved amount.

Healthcare Benefits: While interns are still considered full time students, some of them may be able to stay on their parents health insurance plan, but if not- It is the responsibility of the Intern site to provide a health care insurance program. The congregation may want to enroll the Intern in Concordia Plans along with other staff employees. An independent Health Care Coverage Program may be obtained by the Intern site to cover the health care needs of the Intern. Congregations should give consideration for full family coverage to those with spouses and families if the congregation provides similar coverage for other workers with families.

Intern Car and Insurance: It is expected that each Intern will acquire a car before Internship. Car payments and insurance is the responsibility of the Intern. The Intern should be sure he/she has adequate personal liability coverage. The Intern should also be sure that his/her car insurance and driver’s license will be honored in the state/province/country where the Internship assignment is located.

Starting Dates: The optimum starting time for a year-long DCE Internship would be anytime between May 1 and July 1. Internships may also begin later in the summer, depending upon the satisfactory meeting of both student needs and congregational expectations. It is strongly encouraged that an Intern begins Internship no later than August 1st, IF AT ALL POSSIBLE, and the Internship is not to begin while the Mentor is on vacation. The beginning date of the Internship will be finalized and agreed upon by the Mentor, Intern, and DCE Program Director at the Orientation meeting.

Arrival at the Intern Site: The student is to arrive at the Intern site on the agreed upon arrival date and is expected to inform the on-site Mentor of the approximate arrival time. If some unforeseen problems arise which will cause a substantial delay, the on-site Mentor should be notified. In the initial week after arrival, a brief note should be sent to the CTX DCE Program Director notifying him of safe arrival, new living address, phone number, and email address.

Team Ministry Relationship: A solid, open, caring Team Ministry relationship between Mentor and Intern greatly contributes to the success of an Internship. Strong teams do not happen; they need to be cultivated and nourished through time spent together in planning, study of the Word and personal sharing. (See Section IV for resources in the development of a strong Team Ministry Relationship.)

Weekly Mentor/Intern Meetings: To enable a strong Team Ministry to develop, it is suggested that weekly meetings be scheduled between the Mentor and the Intern. If both individuals are committed to meeting at a regular time, it would give them the opportunity to develop an ongoing ministry relationship that is personable, functional, and centered on serving.

District/Synod Involvement: One of the roles of a DCE is involvement and service to the Church beyond the local parish. If the opportunity presents itself for the Intern to be involved in a District committee or other Synodical activity, it should be discussed between Mentor and the Intern, and reviewed by an appropriate Board or Committee. Communications of such an arrangement should also be made to the DCE Program Director. Such commitment should be kept to a minimum and not keep the Intern from his/her main obligation of serving the ministry. Many districts have professional support groups for DCEs. Involvement and participation in such groups is encouraged. Associations with other professional DCEs offer support and help to affirm the person in his/her chosen profession.

Outside Employment: It is assumed that the DCE Intern would not be employed on a regular basis in another job while serving the Internship. Outside employment demands would detract from the mission and ministry attitude expected of the Intern, reducing the internship experience to just another job. If financial pressures require the need for additional income, the Intern should consult with the Mentor and DCE Program Director regarding this issue before taking on any such employment.

Professional Expenses: The DCE Intern is a professional worker. He or she is expected to conduct himself/herself in a way that is fitting and acceptable for the profession. Workshops, in-service training events, and acquisition of resources are important aspects of the DCE Profession. The congregation is required to pay for the expenses of the Intern in attending events that relate to the responsibilities of the DCE ministry such as retreats, gatherings, youth group activities, etc. In addition to these expenses, the congregation should consider a budgeted amount for professional growth opportunities.

Intern Supervisor's Visits: Normally the Concordia University Texas Intern Supervisor will make visits to each Intern site twice a year, once during the Fall and once in the Spring. A phone call or e-mail from the Supervisor with the Intern will initiate the process of scheduling the visit. Following the initial discussion and agreement on date, the Intern Supervisor will confirm the visit and expectations of the Intern in setting up the visit via e-mail. The Intern Supervisor's visit schedule is the responsibility of the Intern in consultation with the Supervisor. A typical visit might be scheduled as follows:

Time with Mentor: Discussion of the Intern's performance, progress, and personal concerns. Review of the Mentor's Evaluation, discussion of what lies ahead for the Intern and congregation. (1 – 1-1/2 hours)

Time with Mentor and Intern: Discussion of the internship timeline and mutual expectations. (1/2 hour)

Initial Time with Intern: Time to get in touch, walk through congregational facilities, get the feel of the Intern's responsibilities and duties, share lunch together, go over Intern Evaluation. (1-1/2 – 2 hours)

Time with Lay Leaders, Reporting Board or Intern Support Team: Meeting with lay leaders is a crucial part of the site visit. (1 hour) **The mentor should not be involved in this conversation.*

Visits can last anywhere from 4 – 12 hours and could be extended over a one night stay in the community, cost covered by the University. Meals and other expenses of the visit with the Intern are also covered by the University. The Intern Supervisor will usually treat the Intern to at least one meal during the course of the visit.

Weekly Blackboard Postings: Each week the Intern will be required to log onto the CTX blackboard system and make a 140 character post on what is happening in your ministry context. Things to consider in your postings: key or special insights you gained that week in ministry; ways in which you saw God moving; etc. Don't just consider the "positive" aspects of ministry, but include also those things that have been challenging to you, or what you might consider "negative". Also consider sharing special events that you are working on, have worked on, or are a sharing responsibility with. We want to know of the creative ways in which you are engaged in ministry. The posting aspect to this weekly assignment also allows for you to be in regular dialog with your fellow interns. Respond to each other's postings as time permits. You can also use the posting for a chance to do some resource sharing, but this should be on top of your regular posting and not something you replace it with.

Personal or Professional Issues: If personal or professional issue of a negative sort does arise and you believe that they need to be addressed by your University Supervisor, then please to do that through an e-mail or phone call *not* a blackboard posting. Use discretion in this manner. Although the blackboard posting is only accessible to students in the class, as well as the university supervisors, it is still a good idea to practice discretion.

Mid-Year Reflection Conference: During the middle of internship, a three-day conference will be held on campus for the DCE Interns. Interns only need attend this conference. The purpose is to provide time away from the parish to reflect on the work and experience thus far, to plan for the remainder of the Internship, to gather with fellow Interns for sharing and support, and to take care of any University related concerns while on campus. The Intern site assumes the travel cost for the Intern to attend and excuses the Intern from duties and responsibilities while away. The meeting usually begins on a Sunday evening and goes through 6pm on Tuesday.

Relation of Intern to Local Staff: Each Intern has an on-site Mentor, either the parish Pastor or DCE or another Church professional. In addition to this key person, the student Intern will undoubtedly be relating to a congregation board/committee, i.e., education, youth, elders, directors, etc. Major direction and coordination of the student's activities are the responsibility of the Mentor unless the congregational leadership has agreed upon other arrangements. As an Intern, the student is to be treated as a member of the full-time professional staff and as one who is still in training.

Amount of Time Spent at Work: The number of clock hours which a student spends in work related activity is a discretionary matter. Normally, the Intern spends between 40 – 60 hours per week "on the job." Of vital importance for all concerned is that the Intern learns to pace themselves and concentrates upon qualitative rather than simply quantitative contributions to the ministry.

Day Off: The exact day and frequency of an Intern's day off are matters to be worked out by the Intern and the Mentor. It is important to maintain at least one regular day off each week (outside of weekends) that is acknowledged by members of the congregation and taken by the Intern on a regular basis.

Vacation Time: The Internship provides a minimum of two weeks vacation time. More can be added at the congregation's discretion. Appropriate vacation time will be cleared with the Mentor and the appropriate Congregational Boards will be notified of the Intern's intended absence from the parish. Vacation periods or "time off" should not be scheduled during critical congregational festivals or events, especially if it would be advantageous for the Intern to be present, or if the Intern has some responsibilities such as Thanksgiving, Christmas, or Easter, etc.

Absences From Congregation: From time to time it will be necessary, due to emergencies, illness, special events, and training activities, for the Intern to be away from the parish. It is important for the Intern to exercise discretion in both frequency and length of such absences. Such absences should not take place without the express knowledge and consent of the on-site Mentor.

Marriage/Pregnancy: If, in the course of an Internship, a student decides to marry, he/she should convey such intentions to the DCE Program Director. If at all possible, the time of the wedding should not hinder the Intern's work commitments nor hamper the ministry. Prior arrangements regarding time away from the congregation should be cleared with the Mentor and DCE Program Director. Pregnancy is not recommended while on Internship.

Pastoral Vacancy: The policy of Concordia University Texas is not to assign a student to a congregation where there is a senior pastor vacancy- unless there is significant additional leadership in place. Occasionally, a pastoral vacancy occurs during the course of an Internship. Depending upon: the point in the Internship that the vacancy occurs, the maturity level of the student, and the stability of the congregation- a decision will be made by the DCE Program Director regarding the internship continuing.

Problem Situations: If some unforeseen problem arises that either the Mentor or the Intern feels is not being adequately dealt with, The University Supervisor should be contacted as soon as possible. The University Supervisor assumes that no news is good news!

Interventions: In the event that the Mentor feels the Intern is not fulfilling his/her responsibilities as determined by the job description, an intervention may be necessary. The Mentor, Intern Supervisor and DCE Director would meet with the Intern to discuss issues that need improvement. A written intervention plan will be completed with the Mentor outlining the specific areas needing improvement and a timeline will be established for improvement. This plan will be evaluated weekly until acceptable progress is made. Should improvement not be shown by the Intern, termination may result.

Termination: If situations arise that cannot be effectively dealt with, or the Intern or congregation is grossly negligent in their responsibilities, then the decision to terminate the Internship may be made by the DCE Program Director. Determination of credit for the Internship will be made on an individual basis based on the reasons involving the termination. *If, for any reason, you are removed from your internship site, there is no responsibility on the part of CTX to reassign you to another location.*

Assigning the Final Grade: The responsibility for assigning the final Internship grade is that of the Program Director and University Supervisor(s). This grade is based on the various evaluations and recommendations received from the Mentor and lay leaders during on-site visits, regular submission of

required forms from the Intern, and the Final Intern Reflection paper written by the Intern. A grade of Pass/Fail will be given. A passing grade is needed for DCE Certification.

Requesting Another Intern: It is the policy of CTX to continue to respond to the staffing needs of a parish that presently has or has had, an Intern, assuming that the congregation can provide a positive learning experience. If a parish wishes another Intern, the deadline for intern requests is February 1st for summer interns and Sept. 1st for winter interns. *There is no guarantee of another intern.* Interns are placed on a case by case basis.

Calling an Intern (Designation): Many of the Intern sites choose to extend a Call to their Intern. If a congregation desires to call an Intern, it needs to:

1. Check the Intern's openness to considering a Call and consult with the CTX DCE Program Director
2. Develop a congregationally-accepted Job Description
3. Contact the LCMS District Office, the CTX DCE Program Director and the CTX Placement Director, concerning the calling intention
4. Gain approval of the Voter's Assembly, or the congregation's governing body, to extend such a Call
5. Assemble the appropriate paperwork in a timely fashion

Under no condition is the Intern to be pressured to stay, nor is the parish to be forced into calling a DCE Intern as their full-time DCE.

Section IV: Guides to Interning

Beginning the Experience: As the DCE Internship begins, there are a number of resources that may be useful to the Intern, the Mentoring Pastor/ DCE, and the congregational Intern site. The following attempts to capture some dynamics of the DCE Internship, particularly by identifying specific Intern behavior that might contribute to a more satisfying learning experience.

Jarring Realizations From Those Who've Gone Before:

1. "I have a ministry to my Mentor."
2. "One year is a very short time."
3. "Even though I'm a student, people expect me to be an expert."
4. "These people are my parents' age and they're looking to me for guidance."
5. "When my mentor is up, I'm up, when he's down, I'm down."
6. "People expect my pace and approach to motivation to be similar to the Pastor's."
7. "Paper communications may look nice, but they don't get people out and involved."
8. "People really do have to be educated as to what a DCE is/does."
9. "Church work takes more time, patience, planning, and preparation that I first realized."
10. "The focus is more on people than on programs."

Frequent Stumbling Blocks:

1. Not discovering how "professional presence" is defined by the Pastor/DCE/congregation.
2. Claiming that Interns are in a full team ministry and therefore equal in status to the Mentor.
3. Waiting for the assignment versus taking the initiative.
4. Taking the initiative without getting proper signals and approval.
5. One year: burning a blazing path vs. "Why begin something when I'll have to leave soon?"
6. Nobody to go to the movies with or "too busy, too holy, too educated."
7. Finding myself in the fishbowl when I hear that I am: failing to follow through... failing to initiate... not visiting in people's homes... not letting Pastor know where I am... not informing Pastor of plans... not conveying pertinent information about past, present or future parish happenings.
8. Getting caught in the office preparing vs. being out in in community.
9. Misgauging the ministry style of the DCE in the parish, i.e. "a spark for the engine" (doer) vs. "a behind the scenes person" (facilitator).
10. Experiencing post-holiday let downs due to missing friends and family.

Delightful Surprises:

1. People really do respond to genuine, warm concern about their well-being.
2. The Pastor/DCE is mainly interested in an Intern who is dependable, loyal, loves his/her Lord Jesus, adequate at assigned tasks, and able to learn from mistakes.
3. You can significantly impact people in one year.
4. The Holy Spirit is alive and active...He will seek you out and work through you in some zany ways and some very ordinary ways.
5. University classroom learning can apply to the "real world" of ministry.

Personal Awareness Factors for Interns:

1. Keep in mind that you are still a student, NOT a full-time professional DCE.
2. Convey a professional presence and attitude, i.e., dress appropriately, keep hair neat, call the Pastor/DCE by appropriate name or title, be on time, etc.
3. Keep the Pastor informed about your whereabouts, your weekly/monthly/quarterly goals, and significant congregational happenings.
4. Convey a willingness to take on new tasks and don't be afraid to make mistakes. Mistakes can be transformed into a positive learning experience when evaluated as such.
5. Collect resources and materials for your own personal reference files, i.e. Board/Committee guidelines, teacher training models, program resources, retreat ideas, games, music, etc.
6. Work a "day off" into your weekly schedule. Good mental and emotional health requires a break in the work schedule. The work will be there when you return.
7. As an Intern, you need to be:
 - a. Sensitive to other staff people, their roles and expectations
 - b. Aware of the congregation's expectations of you
 - c. Conscious of what you say to whom, when and where (We are often evaluated more by what we say than by what we do.)
 - d. Aware of personal expectations
 - e. Aware of how you use your time, and being on time for events
 - f. Aware of personal strengths and limitations
 - g. Fully prepared for teaching, leading a meeting, etc.
8. Avoid the temptation of developing or initiating a new program unless there is a built in leadership to carry on after you leave the Intern site.
9. What does it mean to be a professional in training? What is my personal concept of professionalism?
10. Do my actions, words, leadership, attitudes, etc., convey professionalism in ministry?
11. Keep asking those questions that keep your vocational goals in perspective:
 - a. Why am I on this internship?
 - b. What do I hope to gain/learn from this experience?
 - c. What do I have to offer while on internship?
 - d. Do I really want to be placed as a DCE?
 - e. Does my concept of ministry match up to the expectations of professional church work?

Suggested Activities For The Interns: Suggested activities in which the Intern might be engaged to achieve maximum benefits from the Intern experience are listed as follows. Additional activities may be implemented and pursued in consultation with the Mentor or the DCE Program Director.

1. Regular attendance at all professional staff meetings and planning sessions.
2. Become acquainted with the administrative structure of the ministry, both formally and informally, and produce a written description of the structure or describe it visually through a flow-chart.
3. Become familiar with the administrative functions of the congregation through the program flow of the parish constitution, staff job descriptions, parish budgeting and handling of finances, soul accounting, responsibilities of boards and committees.
4. Become acquainted with the membership of the congregation, both personally and statistically, and produce a statistical analysis of the membership either through the use of tables or a graph, demonstrating knowledge of soul accounting.
5. Accompany the Pastor or DCE on selected hospital, shut-in, aged, evangelism, rest home, new member, confirmand, youth and other types of visitations. In consultation with the Pastor or DCE, select a number of individuals for a series of continuous visits. Attempt to visit the homes of all the youth (grade 7 – young adult) during the internship.

6. Teach a Sunday School, week-day, confirmation, youth, adult Bible class or other classes under observation and evaluation until sufficient proficiency is gained to operate independently. His/her part in the Christian education program should be clearly outlined and reviewed by the Mentor.
7. In consultation with the Mentor or Board of Education, design a method of evaluating present curriculum materials and needs of all education agencies. If possible, implement the plan. Assist the Board of Education in setting goals/priorities for the next year.
8. Attend teacher-training sessions, leading the discussion when appropriate. Attend other organization meetings such as altar guild, women's groups, men's groups, etc., at least once. Conduct a teaching training program during the year.
9. Attend all meetings of the congregation (voters), Church Council, Board of Education, and/or youth, and others such as stewardship, evangelism, elders, etc. Discuss with the staff procedures, business, and results of these meetings. The Intern should be involved, at least as an observer, in all congregational assessments and long-range planning.
10. Design a plan for recruiting lay workers in the congregation, and implement the plan, if feasible, possibly by conducting an adult training class.
11. Become acquainted with young adult/singles programs, adult education programs, family life programs, and other adult programs. When and where possible, participate in functions and/or provide appropriate leadership.
12. Explore with the Pastor/DCE means of involving members in church activities. If the means are feasible, implement the plan.
13. Engage in specific areas of: youth ministry, evangelism, or music depending on Intern's specialization. Avoid duplication of experiences gained in previous congregational activities.
 - a. Youth Ministry: Jr. High and Sr. High participation
 - i. Select and/or train at least two youth lay counselors per group.
 - ii. Have program involvement and leadership for meetings, retreats, Bible studies and fellowship events.
 - b. Evangelism: Participate in parish evangelism programs
 - i. Help plan and develop new strategies
 - ii. Appropriate leadership
 - c. Music/Worship: (if they possess musical gifts)
 - i. Experience choral directing
 - ii. song leading
 - iii. band leading
 - iv. Sunday worship leading
14. Participate in worship service leadership roles when requested and arranged for by the Pastor or worship committee. This might include children's messages, liturgy, music, etc.
15. Learn the importance of and develop skills in keeping accurate up-to-date records. A few regular hours of office work, with adequate instruction, are of value in parish administration training.
16. Be encouraged to be involved in Circuit, District, and Synod events, congregational cluster activities, and other aspects of community ministry. In short, the Intern's ministry and involvement ought to go beyond the confines of congregational programming.

Description of Functional Areas in the Congregation

Teaching: The Intern is to serve as a teacher in two or more of the following: a Sunday school class, Confirmation class for junior high youth, an adult Bible/education class, a high school Bible education class, a week-day class, etc. The Intern should be exposed to the full range of the congregation's program of Christian education.

Visitation: All visitations shall be done under the direction of the Mentor. The visits shall include a variety of experiences. The Intern will keep a careful record of visits and share these with the Mentor and Supervisor at regular intervals.

Church Administration: The Intern will attend congregation meetings (Voters), Church Council, Board of Education, and occasional meetings of the church boards and/or committees. The Intern will provide a summary of monthly activities and plans to the Church Council, Board of Education or Board of Youth. Reports may be given to other board/committees. Although the Intern should not be held solely responsible for the leadership or guidance of any organization or major program in the parish, he/she should acquire a broad understanding of the workings of the parish including its auxiliaries.

Congregation and Community: The Intern should become aware of the composition of the congregation and should become acquainted with the programs of surrounding churches, institutions, and agencies that represent partners in serving the multiple needs of the community. Included in this understanding should be the in-depth examination of the factors that have molded and shaped the character and program of the congregation.

Consultation with the Mentor: The Intern and the Mentor shall confer weekly. Such conferences should allow ample time for the careful planning of the responsibilities assigned to the Intern, the helpful review of his/her ministry, and the constructive consideration of his/her deficiencies or special needs. This relationship of honest consultation should provide an opportunity for the Intern to evaluate his/her experiences and to ventilate and work through the emotions that accompany them. These supervisory sessions are essential to the success of the Internship program and the growth of the Intern. The Mentor and the Intern are asked to share and discuss together the content of their respective reports so that communication between them remains open and honest. The Intern is encouraged to consult with field DCEs in the area. This essential contact is for support, mutual growth, and professional encouragement.

Learning Opportunities During Internship: Quarterly Goals

1-3	4-6	7-9	10-12
<u>Quarter I</u> “The Honeymoon”	<u>Quarter II</u> “Down to the Nitty Gritty”	<u>Quarter III</u> “Hitting One’s Stride”	<u>Quarter IV</u> “Preparing to Leave or Stay”
<ol style="list-style-type: none"> 1. Putting names/faces together without being overwhelmed by all the new people. 2. Dealing with homesickness. 3. Setting up a comfortable living arrangement. 4. Sorting out the real leadership in the parish. 5. Learning how things get done around the parish. 6. Deciphering the history pace, goals, (or lack of goals) in the congregation. 7. Developing a realistic schedule. (office hours, visiting, etc.). 8. Developing one’s preparation rhythm. 9. Discovering dress and behavior that is acceptable or non-acceptable. 10. Finding friends that can get you away from the pressures of work. 11. Sorting out who the Pastor is or isn’t. 12. Getting into the routine of keeping daily journal and weekly action plans. 	<ol style="list-style-type: none"> 1. Communicating accurate and appropriate information with the Pastor and lay leaders. 2. Balancing the varied expectations of how your time is to be spent. 3. Surviving the testing behavior of youth. 4. Motivating people to get involved – youth and lay people. 5. Developing a new programmatic thrust. 6. Balancing preparation time and visitation time. 7. Severing the umbilical cord to CTX or wherever. 8. Managing monthly income and expenses. 9. Rejuvenating oneself when out of steam... 10. Dealing with the holiday “blues” – especially Christmas. 11. Discovering what makes for a trust relationship in your Pastor’s eyes. 12. Maintaining confidences and yet share information within the staff. 13. Resolving that first major conflict situation. 	<ol style="list-style-type: none"> 1. Identifying the right volunteer for the right task. 2. Communicating empathetically with one’s Pastor/Mentor. 3. Dealing with attempts to “split” the team. 4. Learning to live with the Pastor’s limitations and strengths. 5. Delegating what belongs to the lay person. 6. Surviving IRS forms. 7. Responding to people who want you to stay. 8. Trying to minister to those who aren’t warming to your style. 9. Getting the affirmation or feedback you need from the lay leaders. 10. Getting into people’s homes in a meaningful way. 11. Remaining effective when the “walls of one’s life come tumbling down.” 	<ol style="list-style-type: none"> 1. Making realistic closure with all kinds of people. 2. Responding to “We wish he’d leave (Pastor) and you’d stay.” 3. Staying effective and dependable when the end is approaching. 4. Developing transitional structures for the next intern. 5. Sorting out one’s successes and mistakes. 6. Evaluating the pros and cons of the present teaching staff and curriculum. 7. Gearing up for VBS. 8. Helping confirmands make the jump into the “big league.” 9. Getting the summer youth ministry activities set. 10. Gearing up to take a Call. 11. Beginning to plan for the next two years of goals. 12. Preparation of final reflection paper in the midst of all the other things going on.

Intern Personal Budget Worksheet

MONTHLY INCOME & PAYMENTS

A. <u>Monthly Take Home Pay</u> (plus other income: interest, dividends, etc.)	\$ _____
B. <u>Regular Monthly Expenses</u>	
Housing (rent or mortgage)	\$ _____
Utilities (electric, gas, water)	\$ _____
Food	\$ _____
Clothing	\$ _____
Transportation (gas, car maintenance, license)	\$ _____
Telephone, Internet	\$ _____
Postage & Stationary	\$ _____
Laundry & Cleaning	\$ _____
Medical, dental, & prescriptions	\$ _____
Education, Self-Improvement (books, magazines Conferences, etc.)	\$ _____
Church Contributions, Donations	\$ _____
Entertainment, Hobbies, etc.	\$ _____
Personal Expenses (cosmetics, toiletries, gifts, etc.)	\$ _____
Current Installment Payments (furniture, car, etc.)	\$ _____
Total	\$ _____
C. <u>Bills Paid Quarterly, Semi-Annually or Annually</u> Add annual costs and divide by 12 to get an average monthly payment. Put that amount in your savings or checking account every month to accumulate until needed.	\$ _____
Taxes (only those not included in mortgage or deducted from payroll)	\$ _____
Insurance (car, house, health, life, renter's)	\$ _____
Vacation Costs	\$ _____
Christmas and/or Other Annual Gifts	\$ _____
School Tuition and Expenses	\$ _____
Total	\$ _____
D. <u>Savings Program Deposits</u>	
Long-range savings account	\$ _____
Ready-cash savings account	\$ _____
Total	\$ _____
E. <u>Total Monthly Expenses</u> Add the totals of B, C, and D.	\$ _____
F. Balance by subtracting E from A. A should equal or exceed E. If A exceeds E, you may take on additional obligations or purchases or add to savings.	A. \$ _____ minus E. \$ _____
	Total \$ _____

An In-Process Assessment of My Inner Disciplines (Intern)

An inner discipline may be understood as the capacity to engage in a behavior, on a systematic basis, that adds to one's effective involvement in a particular task and/or overall job effort. The inner-discipline is a response to a felt need (like setting limits on the amount of new responsibilities accepted) and is triggered into action by a message to oneself (You need to say 'no' to the Board's request that you teach another Bible class.)

As a means of assessing your inner-disciplines, please put the appropriate code letter in the space: Y for yes, R for regularly, S for sometimes, F for tries but usually fails, N for Never thought of the idea, NN no need for this discipline. *Feel free to add your own.* Once you have done this, re-read the list and place an "X" by the five most critical inner-disciplines for maintaining your own effectiveness as a DCE in training. You might consider using this form once a quarter.

- ____ 1. Pace self rather than "frenzy/fatigue" type approach.
- ____ 2. Involvement with a worshipping community.
- ____ 3. Periodically review my values and their relationship to my daily activities.
- ____ 4. Take time to reflect upon my ministry. (Who, Why, How)
- ____ 5. Maintain focus on the end goals of ministry and not get lost in means.
- ____ 6. Surface personal needs and do something about them.
- ____ 7. Provide enrichment experiences that refresh me, i.e. sharing with a significant person, taking off for a drive in the country, going to a movie.
- ____ 8. Participation in the Lord's Supper.
- ____ 9. Set limits on the amount of involvement; say "no" when getting overloaded.
- ____ 10. Read/search out new material related to DCE Ministry.
- ____ 11. Use Scripture and prayer.
- ____ 12. Periodically reach out to people for feedback and reaction on how I'm fulfilling my responsibilities.
- ____ 13. Prioritize work and sort out trivia.
- ____ 14. Keep self physically fit with proper amount of food, rest and exercise.
- ____ 15. Make use of a "father" confessor.
- ____ 16. Distinguish when a problem is really mine versus when someone is trying to get me to own their own problem.
- ____ 17. Spend time with people in my support network.
- ____ 18. Identify when I am getting caught conforming to other's expectations and losing sight of my own sense of what's needed.
- ____ 19. Structure time wisely, not procrastinating.
- ____ 20. Affirm the positive in self/others.

- ____ 21. Keep my eye/ear open for the surprising hand of God at work (law, gospel).
- ____ 22. Respond to criticism openly and with the intention to learn from the situation rather than defend a position or behavior.
- ____ 23. Maintain a perspective on what is a “successful minister.”
- ____ 24. Monitor desire to change “things, people, and situations” overnight.
- ____ 25. Clarify my assumptions regarding the people I work with and the responsibilities I’ve assumed.
- ____ 26. Periodic identification of the people who are my primary influences in ministry.
- ____ 27. Review of doctrinal commitments.
- ____ 28. Pushing myself to further develop my particular gifts and talents.
- ____ 29. Setting ministry goals that are realistic, measurable and attainable.

Working With the Mentoring Pastor/DCE

Periodically, throughout the Internship, it is valuable for the Intern and on site Mentor to review their ways of working together. In addition, even though the Intern is a “student-in-training”, he/she nevertheless is part of the full-time professional staff and, as a result, will have to try and fulfill certain expectations of both the Pastor/DCE and the lay leadership of the parish. The three instruments included in these Guides to Internship materials are all designed to get the on-site Mentor and the Intern talking about interpersonal and work-related concerns that may be important to them as they begin their ministry together. It is hoped that these three instruments will be reviewed periodically during the Internship.

Developing Realistic Expectations: A natural result of beginning a work relationship with someone is that expectations develop regarding the staff-mate’s team contributions. Sometimes the hoped-for contributions are realistic; sometimes they are not. Expectations regarding one’s staff-mate come from a variety of sources. Some of these sources include his/her being able to:

1. Do something you are unable to do, i.e., relate to youth, preach stimulating sermons, etc.
2. Perform like a DCE or Pastor that one knows, has heard or read about.
3. Respond to the clearly defined needs of the congregation, i.e., delicately administer a deteriorating Sunday School situation or minister to a large, house-bound, elderly segment of the membership, etc.
4. Fulfill a need of yours, i.e. being responsible for the education ministry of the parish or provide for creative Sunday morning worship.

Sometimes the Expectations are Unrealistic. Sometimes, often when beginning a work relationship, it is possible for one or both members of the staff to have unrealistic expectations of the teammate. This can result either from a quantitative (too many/too few) expectations of the other or from a qualitative miscalculation (super administrator who can’t even shuffle papers successfully). **From time to time, it can be fruitful for staff-mates to talk about their expectations regarding one another, not to mention the self-imposed expectations they have regarding themselves.**

The major benefits in doing this are four-fold:

1. Staff-mates are able to gain a deeper understanding of their co-worker’s strengths and limitations.
2. Disillusionment & resentment that come from unmet expectations can be surfaced & talked through.
3. Performance areas for additional training and growth could be identified.
4. More realistic job responsibilities can be developed to fit the individual’s strengths and limitations.

One way of exploring expectations is through the following process: Read through the following two lists of expectations. Note that some of the expectations relate to sub-roles within the ministry office while others have a personality characteristic dimension.

Mentor Profile

- | | |
|---|---|
| ___ steady unflappable, experienced | ___ skilled evangelist |
| ___ democratic decision maker | ___ sensitive counselor |
| ___ alive Christian | ___ accessible sounding board |
| ___ down-to-earth communicator | ___ creative worship leader |
| ___ prime mover of congregation activity | ___ crisp administrator |
| ___ inspiring preacher | ___ guardian of the Intern in conflict situations |
| ___ student of the scripture | ___ positive, affirmative |
| ___ knows congregational members, history | ___ hard worker |

Additions: _____

Intern Profile

- | | |
|---------------------------------------|-----------------------------------|
| ___ enthusiastic, energetic | ___ adept teacher |
| ___ likes young people | ___ unclear on how to delegate |
| ___ skilled musician | ___ capable planner, organizer |
| ___ full bag of educational methods | ___ able to assess people's needs |
| ___ positive, affirmative with people | ___ unsteady, inexperienced |
| ___ alive Christian | ___ democratic decision-maker |
| ___ hard worker | ___ high need to share concern |
| ___ tuned-in youth leader | ___ fear of failure |
| ___ capable teacher/trainer | ___ doer and enabler |
| ___ idealistic | |

Additions: _____

Read through the two lists. Go back through the mentor profile and *check those descriptions that describe you*. Also feel free to add descriptors that are not listed. (In addition, I see myself as...) If you are the Intern, do the same with your list.

Next move to the list that describes your staff-mate. Check those that denote expectations *you sense you have towards your new staff-mate*. Share your lists. First begin by both disclosing the descriptors you have checked as describing you, and then conclude with sharing the descriptors you've checked for your staff-mate.

"Flag" those expectations that you feel will need further discussion and/or monitoring once you spend some time working together. Especially important here are expectations that you feel are: missing, impossible for you achieve, and challenges you'd like to try and achieve.

Principles of Effective Teaming: On a scale of 1 (not important to me) to 10 (very important to me) and 1 (not difficult to do) to 10 (very difficult for me to do), complete the columns by placing appropriate numbers in the spaces provided.

<u>Importance</u>		<u>Difficulty Doing</u>	
1.....10		1.....10	
Not	Very	Not	Very

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Religious Life – Each member of the staff finds opportunity to work out the meaning of his relationship with Christ in the context of the staff relationship. |
| _____ | _____ | 2. Open and Personal Communication – Open and personal communication between staff members is encouraged. |
| _____ | _____ | 3. Individual Recognition – The value of each member’s contribution to the ministry of the team is appreciated. |
| _____ | _____ | 4. Negativity Resolution – Negative aspects of staff relationships are appropriately and systematically discussed. |
| _____ | _____ | 5. Process and Change – The parish team regularly redefines the goals and methods of its ministry. |
| _____ | _____ | 6. Coordinated Goal Setting – The staff has clearly defined goals. |
| _____ | _____ | 7. Fellowship Modeling – The staff recognizes that their relationships are a model for relationships in the congregation. |
| _____ | _____ | 8. Leadership Provision – The staff provides regular exercise of leadership skills. |
| _____ | _____ | 9. Ideological Consensus – The staff has a general consensus concerning the nature and purpose of the church and its ministry. |
| _____ | _____ | 10. Structural Clarity – Provision is made for staff authority, responsibility, and accountability. |

Behaviors of Effective Teaming: The items in this questionnaire describe typical behaviors of ministry teams. Your task is to indicate to what extent – high, some, little – you desire to be engaged in the following behaviors. There is room at the end of this instrument to add other team behaviors that you feel are important to have happen as you begin your ministry together. Each item begins with the words “As we begin our relationship...” You are to respond to each item by placing an “X” in the response category that most represents your level of need. Asterisk (*) the ten behaviors that are of most importance to you as you work with another person.

High Need	Some Need	Low Need	AS WE BEGIN OUR RELATIONSHIP, I HAVE TO...
_____	_____	_____	1. Set aside time to review and prioritize the focus of our ministry.
_____	_____	_____	2. Treat each other with warmth, concern, and acceptance.
_____	_____	_____	3. Keep the congregation informed of one another’s work.
_____	_____	_____	4. Have continuing education opportunities to sharpen leadership skills.
_____	_____	_____	5. Have an established time when we meet.
_____	_____	_____	6. Talk about the effect our relationship is having on the congregation.
_____	_____	_____	7. Gear our work to the goals we’ve established together.
_____	_____	_____	8. Promote one another’s programs and activities among the congregation.
_____	_____	_____	9. Stay accessible to one another.

_____	_____	_____	10. Clarify the limits of our authority.
_____	_____	_____	11. Have administrative authority to carry out our individual responsibilities.
_____	_____	_____	12. Share our understanding of God's will for our life.
_____	_____	_____	13. Pray for and with one another.
_____	_____	_____	14. Forgive past mistakes/failures.
_____	_____	_____	15. Affirm that each of us is called to our present ministry.
_____	_____	_____	16. Represent one another at congregational functions as the need arises.
_____	_____	_____	17. Examine the nature and purpose of the church and its ministry.
_____	_____	_____	18. Initiate occasions where extended sharing can happen.
_____	_____	_____	19. Derive our staff direction from our understanding of the nature and purpose of the church and its ministry.
_____	_____	_____	20. Work through personal religious concerns, questions, and uncertainties.
_____	_____	_____	21. Model the life of Christian fellowship we'd like in our congregation.
_____	_____	_____	22. Clarify to whom we are accountable.
_____	_____	_____	23. Consult one another on major issues affecting staff time involvement.
_____	_____	_____	24. Have a clear definition of our functions/responsibilities.
_____	_____	_____	25. Direct our goals toward fulfilling the identified needs of people.
_____	_____	_____	26. Encourage each other to reach out, experiment, develop new approaches.
_____	_____	_____	27. Clarify how our work will be appraised.
_____	_____	_____	28. Guard against overloading one person with too many leadership responsibilities.
_____	_____	_____	29. Treat each other as ministries of the gospel, differing only in function.
_____	_____	_____	30. Maintain personal and professional confidences.
_____	_____	_____	31. Work through staff leadership assignments with lay leaders.
_____	_____	_____	32. Delineate functions/responsibilities within areas of shared responsibility.
_____	_____	_____	33. Seek out negative reactions from one another regarding our performance.
_____	_____	_____	34. Alter habits & procedures when they're no longer effective or appropriate.
_____	_____	_____	35. Maintain confidence about each other regarding failures, misunderstanding.
_____	_____	_____	36. Commend one another for a job well done.
_____	_____	_____	37. Build upon another's professional skills, talents, experience.
_____	_____	_____	38. Rectify a breakdown in communication.
_____	_____	_____	39. Acknowledge our mistakes/failures.
_____	_____	_____	40. Willingly share our thoughts, feelings, motives, with one another.
_____	_____	_____	41. First air our negative feelings about one another between ourselves.
_____	_____	_____	42. Have a general consensus as it relates to the purpose of ministry.
_____	_____	_____	43. Each have a say in who handles the various staff leadership functions.
_____	_____	_____	44. Keep one another informed on all important congregational happenings, programmatic development.

_____	_____	_____	45. Affirm one another's ministry in all meetings and written materials.
_____	_____	_____	46. Make needed adjustments in the focus of our ministry.
_____	_____	_____	47. Arrive at major staff decision by consensus.
_____	_____	_____	48. Maintain a willingness to discuss our view of ministry.
_____	_____	_____	49. Have clearly defined goals for our ministry.
_____	_____	_____	50. Share our negative feelings about each other directly with one another.
_____	_____	_____	51. Review our work with our supervisor or board.
_____	_____	_____	52. Actively work for each other's success in leadership roles.
_____	_____	_____	53. Clarify and talk through points of tension.
_____	_____	_____	54. Develop our short-term goals out of our statement of ministry purpose.
_____	_____	_____	55. Develop our ministry goals.
_____	_____	_____	56. Maintain flexibility in the assignment of staff leadership functions.

OTHER BEHAVIORS IMPORTANT TO ME:

Personally: _____

Emotionally: _____

Professionally: _____

Spiritually: _____

INTERN WEEKLY REPORT FORM
(To be reviewed with Mentor)

Name _____ Week of _____

Church _____ Location _____

HIGHLIGHTS OF THE WEEK

DATE	EVENT/ACTIVITY	COMMENTS
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SPECIAL INSIGHTS/KEY LEARNING WORTH NOTING:

ISSUES OR CONCERNS NEEDING ATTENTION OF MENTOR:

DATE: _____

DCE INTERN TIME LOG		
7:00 am		
7:30 am		COMMENTS
8:00 am		
8:30 am		
9:00 am		
9:30 am		
10:00 am		
10:30 am		
11:00 am		
11:30 am		
12:00 N		
1:00 pm		
1:30 pm		
2:00 pm		
2:30 pm		
3:00 pm		
3:30 pm		
4:00 pm		
4:40 pm		
5:00 pm		
5:30 pm		
6:00 pm		
6:30 pm		
EVENING		
7:00 pm		
7:30 pm		
8:00 pm		
8:30 pm		
9:00 pm		
9:30 pm		
10:00 pm		

Section V
Forms For Use
in the DCE Intern Experience

DCE Intern Job Description (sample)

Special Note: The following sample Intern Job Description is an example of some of the items that a DCE Intern might perform. It should be noted that each congregation should develop a job description based upon the needs and unique opportunities of their parish that is realistic for a student learner to accomplish. DO NOT SIMPLY COPY THIS AND USE IT AS A JOB DESCRIPTION!

Education

1. Meet monthly and work closely with the Board of Education, the chairman of said board, the Sunday School superintendent and the Sunday School staff.
2. Offer regular meetings designed to assist Sunday School teachers and their preparation.
3. Offer teacher training classes to help prepare others for teaching in the Sunday School.
4. Be a resource person for all teachers as they make preparation.
5. Serve as a teaching member of the Sunday School staff.
6. Oversee the facilities & arrangements of Sunday School making sure they are adequate for educational purposes and bring needed changes and repairs to the Trustees.
7. With the Board of Education and Sunday School staff, establish goals and objectives for the coming year and devise plans to reach the stated goals.
8. Be responsible for the functioning of the Mid-week School.
9. Meet with and assist the teachers of the Mid-week School.
10. Be responsible for seeing that opening devotions are conducted at Mid-week School.
11. Be responsible to see that there is proper supervision on the playground before Mid-week School, during break and following school sessions.
12. Make follow-up calls on absentees.
13. See that the physical facilities are in proper order and teachers have needed supplies to conduct an adequate program.
14. With the Board of Education and Mid-week staff, establish goals and objectives for the coming year and devise plans to reach the stated goals.
15. Teach/lead adult education functions as mutually agreeable.
16. Be responsible for all education equipment, audio-visual resources, etc . to see that they are in good repair, properly stored, used and cared for in a proper way.

Youth

1. Meet and work closely with the youth committee and youth counselors.
2. Work with and help further develop a post-confirmation ministry that allows for Christian fellowship, study and service.
3. Enlist and train other adult counselors to assist in the youth program.
4. Be read to offer spiritual counseling to any and all youth seeking his/her counsel.
5. Encourage, enlist and integrate youth into the overall ministry of the church.
6. Encourage the church's youth to consider full-time professional work in the church.
7. Assist in the development of young adult programs and facilitate where appropriate.
8. Plan and execute a summer youth mission trip.
9. Take a group to the annual District Youth Gathering and Tri-annual National Youth Gathering.
10. Work for participation in joint activities with the youth of sister churches in the area.

Worship and Music

1. Serve as a member of the congregations' worship committee.
2. Serve as director of the youth and/or children's choir
3. Be responsible for scheduling and coordinating the contemporary worship team.
4. Serve as worship leader and accompanist as mutually agreeable.
5. Observe and lead the Children's Message and Sunday School openings.

Evangelism

1. Attend meetings of the Board of Evangelism and work closely with the.
2. Explore methods of reaching inactive and non-members and report suggestions to the Board of Evangelism.
3. Assist with calling upon active and inactive members where appropriate.
4. Participate in all functions and programs of the Board of Evangelism.

Pastoral Assistance

1. Make regular shut-in calls.
2. Make hospital calls.
3. Be responsible to see that a plan is devised to inform the Mentor and the Evangelism Committee of all visitors present in Sunday School, Mid-week School, VBS, etc.
4. Make calls on prospective homes where the initial contact with the family has been made through Sunday School, Mid-week School, Vacation bible School, etc.
5. Make calls on the homes of students to enlist their participation in various activities of the congregation.
6. Conduct monthly nursing home services.
7. Assist the pastor in worship and other areas where it is mutually agreeable between Intern, Mentor and Board of Elders.

General

1. Keep regular office hours.
2. Have Monday as his/her day off.
3. Attend church meetings, functions of the congregations and worship regularly.
4. Expected to have a neat appearance with appropriate attire for the function he/she is performing at the time.
5. Develop and describe through a flow chart the administrative function of all committees and agencies. This shall be presented and evaluated by the Church Council.
6. Prepare a statistical analysis of the congregation by age, worship participation, Christian education participation, etc.
7. Maintain a personal devotional life as a disciple of Christ.

Accountability

1. The Intern is responsible directly to the Internship Mentor.
 - a. Shall file a weekly schedule with plans indicated for the coming week stating specific goals and objectives.
 - b. Shall report on the previous week's work.
 - c. Shall conference weekly with the supervisor at a scheduled time for discussion of his progress in fulfilling his stated goals.
2. The Intern shall function directly with the congregation's Board of Education. He shall offer to the Board each month a summary of his/her activities and plans.

The Consecration of a Director of Christian Education Intern

Invocation: In the name of the Father and of the + Son and of the Holy Spirit.

(L) Dear Brothers and Sisters in Christ, (name) has completed his/her requirements and has received his/her Bachelor of Arts in the study of Director of Christian Education. Our congregation has requested Concordia University Texas to assign us an Intern to learn and to serve in the primary area(s) of _____, _____.

(name), do you promise to carry out you Internship to the best of your abilities, adhering to the high standards of your profession, according to the spiritual gifts God has given you, upholding the honor of your University, and serving us to the best of your ability, to the glory of God? If so, answer,

(I) I do with the help of God!

(L) To the members of the Boards and to the Members of the Church Council in so far as you are able, will you enable this Intern to achieve his/her goals in partnership with Concordia University Texas? If so answer:

All: We pledge to enable our Intern to the Glory of God and to aid the growth and welfare of our Intern!

(L) To the Parents and to their Youth (adapt this to fit your circumstances) (name) has been assigned to our Congregation to conduct his/her Internship. In some activities he/she will observe; in other activities he/she will participate; and in others (name the activities) he/she will lead.

Will you give your pledge that our Intern will have your earnest desire to learn, your gracious support of time and energy needed, and finally, your prayers and love?

(P/Y) Yes, with the help, of God, we will be eager to learn, gracious in giving of time and energy, and faithful in our love and prayers with God helping us!

(L) To those whom God will call into the various ministries of our congregation because of the equipping skills of our Intern, will you graciously respond with the heart of Isaiah?

All: Here I am, send me, send me!

(L) (name), having heard the pledges of the members of this congregation, will you give me the right hand of fellowship as a sign and symbol to your fervent desire to be in team ministry at (name of congregation).

(I) Pastor (name), I will do so with the help of God!

(L) Let us pray.

First Evaluation Form

(to be completed by Intern Mentor)

Name of Intern	Congregation, Location
Please complete and share with Intern prior to Intern Supervisor's visit.	
Notation: 1 = strong; 3 = average; 5 = weak	
Observation Area	Comments
1 2 3 4 5 Overall level of self-confidence	_____
1 2 3 4 5 Ability to handle criticism, job pressures, use good judgment	_____
1 2 3 4 5 Understanding of and commitment to role/philosophy of DCE	_____
1 2 3 4 5 Able to grasp/work within congregational structures	_____
1 2 3 4 5 Able to initiate/work on own	_____
1 2 3 4 5 Uses time appropriately	_____
1 2 3 4 5 Relates to people in a warm, helpful way	_____
1 2 3 4 5 Able to motivate people of various ages	_____
1 2 3 4 5 Able to plan (assess needs, set goals, follow through, evaluate)	_____
1 2 3 4 5 Team worker: clarifies expectations, shares information	_____
1 2 3 4 5 Christian Educator: can select curriculum, develop PR, recruit	_____
1 2 3 4 5 Able to train/support volunteers	_____
1 2 3 4 5 Teacher: can diagnose needs, prepares, can discipline, involves others	_____
1 2 3 4 5 Able to initiate home visits	_____
1 2 3 4 5 Youth minister: motivates, involves others, realistic goals	_____
1 2 3 4 5 Work with Boards: encourages discussion, provides direction	_____
1 2 3 4 5 Willingness to counsel	_____
1 2 3 4 5 Worship resource: children's sermons, leads devotions	_____
1 2 3 4 5 Appearance and dress	_____
1 2 3 4 5 Other special gifts (music, drama, athletics)	_____

A. Key learning's of Intern during the initial months of the Internship:

B. Areas to focus on during the coming weeks and months:

C. Issues/concerns needing discussion with a DCE Program Director or Intern Supervisor:

D. Other important observations, thoughts worth sharing:

Signature of Congregational Mentor

Date

Signature of DCE Intern

I have read through and discussed the above evaluation form with my mentor.

SECOND EVALUATION FORM

(to be completed by Intern Mentor)

Name of Intern

Congregation, Location

Please complete and share with Intern prior to Intern Supervisor's visit.

Directions: Based on his/her performance on the Internship to date, evaluate the Intern in the four following areas, making comments where appropriate.

I. In relationship to self	Hi	Low	Comments
1. Appears self-confident	1	2 3 4 5	_____
2. Self-starter	1	2 3 4 5	_____
3. Plans realistically	1	2 3 4 5	_____
4. Follows through on plans, meets deadlines	1	2 3 4 5	_____
5. Works on own	1	2 3 4 5	_____
6. Uses time appropriately	1	2 3 4 5	_____
7. Works effectively under pressure	1	2 3 4 5	_____
8. Can laugh at self	1	2 3 4 5	_____
9. Open to new ideas	1	2 3 4 5	_____
10. Learns from experience	1	2 3 4 5	_____
11. Dresses appropriately	1	2 3 4 5	_____
12. Able to maintain a private life	1	2 3 4 5	_____

Additional Comments: _____

II. In relationship to parishioners	Hi	Low	Comments
1. Sets Christian example	1	2 3 4 5	_____
2. Appears self-confident	1	2 3 4 5	_____
3. Relates in a helpful way	1	2 3 4 5	_____
4. Adaptable, flexible	1	2 3 4 5	_____
5. Sensitive to other's needs	1	2 3 4 5	_____
6. Able to communicate clearly	1	2 3 4 5	_____
7. Listens accurately	1	2 3 4 5	_____
8. Takes responsibility	1	2 3 4 5	_____
9. Provides needed leadership	1	2 3 4 5	_____
10. Willing to delegate to others	1	2 3 4 5	_____
11. Able to train others	1	2 3 4 5	_____

Additional Comments: _____

III. In relationship to staff	Hi	Low	Comments
1. Committed to enhancing other staff members	1	2 3 4 5	_____
2. Cooperative, willing	1	2 3 4 5	_____
3. Dependable	1	2 3 4 5	_____
4. Shares information	1	2 3 4 5	_____
5. Clarifies expectations	1	2 3 4 5	_____
6. Articulates needs, feelings	1	2 3 4 5	_____
7. Understands roles of other staff members	1	2 3 4 5	_____
8. Gives feedback, reaction	1	2 3 4 5	_____
9. Maintains confidences	1	2 3 4 5	_____
10. Open to feedback, reaction	1	2 3 4 5	_____
Additional Comments: _____			

IV. In relationship to functions	Hi	Low	Comments
1. Commitment to public ministry	1	2 3 4 5	_____
2. Works with parish structures	1	2 3 4 5	_____
3. Speaks well in front of people	1	2 3 4 5	_____
4. Able to recruit volunteers	1	2 3 4 5	_____
5. Develops PR for programs	1	2 3 4 5	_____
6. Sound grasp of theology	1	2 3 4 5	_____
7. Able to train/support teachers	1	2 3 4 5	_____
8. Able to develop/manage budget	1	2 3 4 5	_____
9. Effective children's sermons	1	2 3 4 5	_____
10. Maintains class discipline	1	2 3 4 5	_____
11. Communicates well as a teacher	1	2 3 4 5	_____
12. Able to initiate home visits	1	2 3 4 5	_____
13. Relates well with youth	1	2 3 4 5	_____
14. Works effectively with adults	1	2 3 4 5	_____
15. Provides resources for boards	1	2 3 4 5	_____
AdditionalComments: _____			

V. Key contribution to the congregation thus far:

VI. Biggest area of personal growth:

VII. Areas to focus on in time remaining:

VIII. Issues/Concerns needing discussion with a DCE Program Director or Intern Supervisor:

IX. Other significant observations, thoughts:

Signature of Congregational Mentor

Date

Signature of Intern

Date

I have read through and discussed the above form with my Mentor.

II. Personal and Professional Descriptors:

Directions: Place an X on the continuum above the statement that you feel best describes the Intern. By placing the X anywhere to either side of the median line signifies performance a bit weaker or stronger than the description reads.

The Intern as a Person

- | | | | |
|--------------------------------------|---|--|---|
| 1. Living Christian convictions | / _____
Seems unsure of gap between words and actions | _____ / _____
Aware of gaps, struggles to live a more congruent life | _____ / _____
Personal life exemplary reflects a spirit of love and concern |
| 2. Sensitive to people's needs | / _____
Tends to overlook and ignore people's needs at times | _____ / _____
Attempts to be aware and is responsive most of the time | _____ / _____
Keenly aware of others' needs |
| 3. Manages time, work | / _____
Seems unable to organize time; needs direction and guidance | _____ / _____
Occasionally seems lost, unable to get going | _____ / _____
Well organized; self-starter who works well on his/her own |
| 4. Health and energy | / _____
Lacks energy; projects an image of weariness; good health questionable | _____ / _____
Energetic most of the time generally ready to start the day with vitality, average health | _____ / _____
Radiates good health and vitality to others; energetic and ready to go when day begins |
| 5. Concern about personal appearance | / _____
Careless in dress and appearance; makes unfavorable impression | _____ / _____
Usually well groomed; makes acceptable appearance | _____ / _____
Neat and appropriately dressed; makes favorable impression |

The Intern as Communicator

- | | | | |
|--|--|---|--|
| 6. Speaking and listening in front of groups | / _____
Comes across ill-at-ease and unable to function effectively | _____ / _____
Able to express self and respond reasonably well | _____ / _____
Poised in front of groups communicates & listens well |
| 7. Communicates one to one | / _____
Comes across ill-at-ease and unable to function effectively | _____ / _____
Able to express and respond reasonably well | _____ / _____
Puts people at ease; communicates & listens well |

The Intern as Administrator

- | | | | |
|--|---|--|--|
| 8. Planning | / _____
Unfamiliar with a planning process; seems unable to plan long or short range | _____ / _____
Still refining planning approach reasonably effective at present | _____ / _____
People understand approach; able to effectively plan long or short term |
| 9. Clarify expectations of others | / _____
Asks people to undertake tasks without clarifying expectations | _____ / _____
Gives people some idea of what's expected of them; occasionally cloudy | _____ / _____
People know exactly what is expected of them |
| 10. Dealing with conflict | / _____
Ineffective; either avoids or responds inappropriately. | _____ / _____
Some kinds of conflict situations are confronted and manages; others aren't | _____ / _____
Aware of conflicts; uses appropriate approaches for situation |
| 11. Facilitate other people's ministry | / _____
Rarely attempts to do so; doesn't seem to know how | _____ / _____
Seems effective with some people; not with other's ministry | _____ / _____
Sensitive to what people need to help them be in ministry |

The Intern as Theological Teacher

- | | | | |
|---|--|--|--|
| 12. Grasp of scriptural content/message | / _____
Grasp is shaky; doesn't seem to know how | / _____
Seems to have a fairly solid grasp of scriptural content/message | / _____
Solid grasp; comes across clearly and accurately |
| 13. Gets to the heart of an issue effectively | / _____
Has real trouble sifting through and getting to the heart of an issue | / _____
On certain concerns he/she displays the ability to work through issue | / _____
Consistently displays the ability to get to the heart of issues |

The Intern as a Future DCE

- | | | | |
|---|--|--|---|
| 14. Understands the role/philosophy of DCE Ministry | / _____
Has unrealistic picture | / _____
Developing, refining understanding | / _____
Realistic, work understanding |
| 15. Understands "how congregation operates" | / _____
Little understanding; has hard time working with boards, etc. | / _____
Beginning to develop understanding | / _____
Realistic, workable understanding |
| 16. Relates to a variety of age groups | / _____
Feels comfortable with only one or two age groups | / _____
Willing to work with all ages but most comfortable with one | / _____
Comfortable with all age groups he/she had a chance to work with |

The Intern as Team Minister

- | | | | |
|--|---|--|---|
| 17. Willing to share information/plans with teammate | / _____
Tends to be closed, secretive | / _____
Shares what is asked for | / _____
Willingly shares information and plans |
| 18. Sensitive to pastoral role | / _____
Tends to be critical & calloused | / _____
On certain issues he/she is sensitive | / _____
Understands the strains, demands, placed on a pastor |

The Intern as Teacher

- | | | | |
|--|---|--|---|
| 19. Able to diagnose student learning needs | / _____
Doesn't seem interested in or able to meet student needs | / _____
Effective with some, others not | / _____
Willing and able to address student needs |
| 20. Type of classroom atmosphere and order, does he/she create and maintain? | / _____
Characterized by frequent conflict and disorder; lack of any pattern of control; tightly controlled by use of threat and misuse of law | / _____
Conflict and disorder minimal; major emphasis on quietude; usually has cooperative and respectful class | / _____
Classroom atmosphere usually free of undue restraint excellent attention, order cooperation and respect obtained without too much effort |
| 21. To what degree does he/she help to stimulate pupils? | / _____
Secures limited participation; many pupils indifferent and uncooperative | / _____
Generally secures participation; some evidence of pupil concern in teacher-pupil planning | / _____
Secures willing participation; happy cooperative climate; involves children in planning class and individual activities |
| 22. Imaginative teaching procedures | / _____
Displays little imagination in teaching procedures; overuses traditional techniques, not willing to try new techniques | / _____
Attempts to do reasonably well in established areas but weak initiating new programs | / _____
Is highly imaginative, using a wide variety of techniques which are very successful and meaningful |

The Intern as Education Resource

- | | | | |
|---|---|---|---|
| 23. How does he/she assess the education needs of the parish? | / _____
Doesn't seem to know how to start | / _____
Able to do reasonably well in established areas but weak initiating new programs | / _____
Has a good grasp of how to get needs of wide range of ages and programs |
| 24. Knowledge in materials | / _____
A weak area does not even seem familiar with Synod's materials | / _____
Has fair grasp of what's available from the various educational agencies | / _____
Quite resourceful; knows what is available for the various individual educational agencies |
| 25. Select, supervise and motivate teaching staffs | / _____
Seems uncomfortable giving leadership to this phase of program | / _____
Learning how to be much more effective in selecting, supervising, and maintaining volunteer teachers | / _____
Exercises sound judgment in the whole process of selecting and maintaining teachers |

Intern as Youth Worker

- | | | | |
|--|---|--|--|
| 26. Ability to respond to needs of all youth | / _____
Is sensitive to and most effective with a narrow segment of parish youth | / _____
Attempts to be responsive to all types of youth; not always; successful | / _____
Able to effectively respond to a wide variety, especially shy, uninvolved |
| 27. Articulate philosophy of youth ministry | / _____
Wouldn't know he/she had one | / _____
Working to put the pieces together | / _____
Has a clear and understandable philosophy |
| 28. Willing to let youth assume leadership roles | / _____
Has a hard time letting youth take a responsible role | / _____
Willing to try but sometimes doesn't give them enough support | / _____
Very facilitative; gives youth responsibility and helps them succeed |
| 29. Work with lay youth volunteers | / _____
Has real trouble sharing the kids and being clear about expectations | / _____
Has grown in his/her ability to delegate and share kids | / _____
Positive and facilitative relationships |

The Intern as a Musician

- | | | | |
|-------------------------------------|--|---|--|
| 30. Utilize own or other's material | / _____
Seems to avoid the whole area | / _____
Tries to involve others; sometimes overlooks potential | / _____
Well integrated into his total ministry |
|-------------------------------------|--|---|--|

The Intern as a Caller/Visitor

- | | | | |
|---|---|---|---|
| 31. Willing to spend time with people on their turf | / _____
Seems hesitant, afraid; stays in the office too much | / _____
Is willing but needs occasional push | / _____
Sees this as a vital part of ministry, spends time with people |
|---|---|---|---|

The Intern as Evangelist

- | | | | |
|--|---|--|---|
| 32. Articulates Christian Faith appropriately | / _____
Doesn't have good sense of how and when, and where to express self | / _____
Continues to work at being more effective | / _____
Has sensitivity and timing regarding how and what to say to others |
| 33. Willing to initiate visits and bring appropriate closure | / _____
Fights getting out and initiating contacts | / _____
No strength, but puts best effort forth | / _____
A go-getter; makes strong helpful impact |

The Intern as Counselor

- | | | | |
|---|---|--|--|
| 34. Use of basic skills | / _____
Doesn't seem comfortable in helpful relationship | / _____
Works at listening to people and responding to their concerns | / _____
Able to listen empathetically and provide needed support and guidance |
| 35. Understand own limitations in helping relationships | / _____
Not able to discriminate and often gets in over his/her head | / _____
Tries to discriminate and only occasionally gets in too deep | / _____
Discriminates well and is able to maintain boundaries |

The Intern as Worship Leader

- | | | | |
|---|--|--|--|
| 36. Plan and lead a worship experience. | / _____
Appears unable to develop a meaningful worship experience | / _____
Learning how to help others respond in meaningful worship forms | / _____
Excellent sense of appropriate worship forms and content. People really respond |
|---|--|--|--|

The Intern as Group Facilitator

- | | | | |
|--|--|--|---|
| 37. Able to help groups function effectively | / _____
Seems oblivious to group dynamics and at time is the group's bottleneck | / _____
Can deal with most group dynamics, although gets stuck at times | / _____
Able to help groups get where they want to go; sensitive to task and maintenance needs |
|--|--|--|---|

III. Please identify the following characteristics of the Student Intern as a prospective DCE

1. Areas of strength – outstanding qualities:

2. Areas of limitation – deficiencies needing attention:

3. If this person was available for permanent placement, would you recommend him/her for placement?

_____ **Yes** _____ **No**

IV. Evaluating the DCE Program (Final Evaluation)

1. What suggestions for the Internship do you recommend?

2. What suggestions for improving the DCE Program do you recommend?

3. Any additional comments?

Mentor _____ Position _____
(Signature)

Intern _____ Date of Evaluation _____
(Signature)

INTERN FIRST REPORT FORM

(To be completed by Intern and submitted upon Supervisor visit and reviewed with Mentor)

Name of Intern						Congregation, Location	
<p>I. Directions: Please circle the number that captures your present assessment of yourself. A circle around 1 indicates you feel pleased, satisfied about what's happening in the area, while 6 indicates displeasure, dissatisfaction. If you are not working in the area listed, just write "n/a" not applicable. Please add other areas not listed. In the column to the left please write: + = more than 10 hours a month; 10 = approximately 10 hours a month; - = less than 10 hours a month; N = none to depict amount of time spent.</p>							
<u>Area</u>	<u>Satisfied</u>		<u>Dissatisfied</u>			<u>Comments</u>	
____ 1. Bible Class Teaching	1	2	3	4	5	6	_____
____ 2. Recruiting Volunteers	1	2	3	4	5	6	_____
____ 3. Training (teachers, volunteers, etc.)	1	2	3	4	5	6	_____
____ 4. Mid-Week School	1	2	3	4	5	6	_____
____ 5. Sunday School	1	2	3	4	5	6	_____
____ 6. Youth Group (s)	1	2	3	4	5	6	_____
____ 7. Cong. Board/Voters	1	2	3	4	5	6	_____
____ 8. Worship	1	2	3	4	5	6	_____
____ 9. Calling/Visitation	1	2	3	4	5	6	_____
____ 10. Preparation (class, mtgs.)	1	2	3	4	5	6	_____
____ 11. Professional Meetings	1	2	3	4	5	6	_____
____ 12. Counseling	1	2	3	4	5	6	_____
____ 13. Choir, Organ	1	2	3	4	5	6	_____
____ 14. Staff Meetings	1	2	3	4	5	6	_____
____ 15. Office Administration	1	2	3	4	5	6	_____
____ 16. Evangelism	1	2	3	4	5	6	_____
____ 17. Confirmation	1	2	3	4	5	6	_____
____ 18. _____	1	2	3	4	5	6	_____
____ 19. _____	1	2	3	4	5	6	_____

II. Learning worth noting these past three months:

III. Issues/Concerns needing discussion with University Supervisor:

IV. Present feelings/thoughts about Mentor:

V. Call procedures/Placement concerns:

VI. Other experiences, thoughts, feelings worth sharing:

Signature of Intern

Date

Signature of Mentor

Date

INTERN SECOND REPORT FORM
(To be completed by Intern)

Name of Intern

Congregation, Location

I. Directions: Please circle the number that captures your present assessment of yourself. A circle around 1 indicates you feel pleased, satisfied about what’s happening in the area while 6 indicates displeasure, dissatisfaction. If you are not working in the area listed, just write “n/a” not applicable.
Please add other areas not listed. In the column to the left please write: + = more than 10 hours a month; 10 = approximately 10 hours a month; - = less than 10 hours a month; N = none to depict amount of time spent.

<u>Area</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Comments</u>
____ 1. Bible Class Teaching	1 2 3 4 5 6		_____
____ 2. Recruiting Volunteers	1 2 3 4 5 6		_____
____ 3. Training (teachers, volunteers, etc.)	1 2 3 4 5 6		_____
____ 4. Mid-Week School	1 2 3 4 5 6		_____
____ 5. Sunday School	1 2 3 4 5 6		_____
____ 6. Youth Group (s)	1 2 3 4 5 6		_____
____ 7. Cong. Board/Voters	1 2 3 4 5 6		_____
____ 8. Worship	1 2 3 4 5 6		_____
____ 9. Calling/Visitation	1 2 3 4 5 6		_____
____ 10. Preparation (class, mtgs.)	1 2 3 4 5 6		_____
____ 11. Professional Meetings	1 2 3 4 5 6		_____
____ 12. Counseling	1 2 3 4 5 6		_____
____ 13. Choir, Organ	1 2 3 4 5 6		_____
____ 14. Staff Meetings	1 2 3 4 5 6		_____
____ 15. Office Administration	1 2 3 4 5 6		_____
____ 16. Evangelism	1 2 3 4 5 6		_____
____ 17. Confirmation	1 2 3 4 5 6		_____
____ 18. _____	1 2 3 4 5 6		_____
____ 19. _____	1 2 3 4 5 6		_____

II. Learning worth noting these past three months:

III. Issues/Concerns needing discussion with University Supervisor:

IV. Present feelings/thoughts about Mentor:

V. Call procedures/Placement concerns:

VI. Other experiences, thoughts, feelings worth sharing:

Signature of Intern

Date

Signature of Mentor

Date

Final Reflection Paper Outline

(To be used as a guide by the Intern in writing the final summary paper)

Directions: In the final month of the Internship, the DCE Intern is to prepare a paper, in essay form, summarizing the entire Internship experience. The goal of this assignment is to provide the Intern with a structured reflection activity, to provide the congregation with a summary of the Intern's work and service, and feedback to the DCE Program Director on the Intern learning experience.

Copies of the Final paper should be presented to the Mentor, any appropriate Boards/Committees, and the Concordia University DCE Program Director.

The DCE Intern Reflection Paper should be structured in the following manner:

1. Summary of the Year

Recount the year in a sequential manner, describing the events and activities that made up the Internship experience.

2. High Points

Describe the peak moments and joys experienced during the Internship, both programmatic and personal.

3. Low Points

An accurate account of those experiences that didn't go as planned, and other moments that were personal and professional disappointments.

4. Key Learnings

Drawing from the high points and low points and other sources, a description of key learnings, new insights, and valuable understandings gained as a result of the Internship.

5. Where Do I Go From Here?

A statement of direction and vision for career and personal development.

INTERVENTION PLAN FOR DCE INTERNS

Intern:

University Supervisor:

Period of Intervention: From:

To:

1. Domain(s) in which the intern is in need of assistance:	
2. Professional improvement activities and dates for completion:	
3. Evidence that will be used to determine professional improvement activities have been completed:	
4. Directives for changes in the intern behavior and time lines:	
5. Evidence that will be used to determine if intern behavior has changed:	
<input type="checkbox"/> My university supervisor and I have discussed this intervention plan.	<input type="checkbox"/> This plan has been successfully completed. <input type="checkbox"/> This plan has not been successfully completed. <input type="checkbox"/> Further action is necessary.
Signature of Intern Date	Signature of Intern Date
Signature of University Supervisor Date	Signature of University Supervisor Date
Signature of DCE Program Director Date	Signature of DCE Program Director Date
Signature of Congregational Mentor Date	Signature of Congregational Mentor Date