



CONCORDIA
UNIVERSITY
— TEXAS —

**Director of
Christian Education
(D.C.E.)**

**INTERNSHIP
HANDBOOK**

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**College of Education
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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 work 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 DCE?

A DCE IS A CALLED MINISTER OF THE GOSPEL WHO IS A PROFESSIONALLY TRAINED PARISH EDUCATION SPECIALIST WORKING IN A TEAM MINISTRY WITH THE PASTOR, STAFF, AND LAY LEADERS OF THE CONGREGATION.

HIS/HER PRIME RESPONSIBILITY IS IN THE ADMINISTERING AND RESOURCING OF PARISH EDUCATION AND YOUTH MINISTRY PROGRAMS, TEACHING THE FAITH, AND TRAINING LAITY FOR SERVICE WITHIN AND BEYOND THE PARISH.

DEPENDING UPON GIFTS, PRIOR EXPERIENCE AND TRAINING, AND CONGREGATIONAL NEED, A DCE MAY ALSO PROVIDE LEADERSHIP IN THE YOUNG ADULT, SINGLES, FAMILY, MUSIC, AND/OR EVANGELISM MINISTRY OF THE CONGREGATION.

IN ADDITION, OTHER TITLES USED TO DENOTE A DCE ARE MINISTER OF PARISH EDUCATION, MINISTER OF EDUCATION, DIRECTOR OF EDUCATION AND YOUTH, AND DIRECTOR OF RELIGIOUS EDUCATION.

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 those in the DCE Program. It enables the students to experience as many aspects of the educational ministries in a congregation as possible, including part-time instructional agencies, youth ministry, family life, adult education, counseling, evangelism, and in some cases, church music.

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

A Pastor, DCE or another called worker serves as the Intern's Supervisor and is responsible to advise, oversee, and evaluate the work of the Intern, and report their observations and conclusions to the University 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

The professional laboratory of REDU 41210 – 41211 — The DCE Internship has been designed:

1. To enable the student to mature as a person and as a professional-in-training;
2. To develop basic instructional and administrative skills that may only be gained by experience;
3. To raise the professional quality of the full-time church worker;
4. To help the Intern gain a better understanding of the purpose of mission and ministry of a congregation; and the administrative structure that supports overall parish programming; to have the Intern experience a Team relationship with the Pastor(s) and other professional staff, as well as other area professional church workers;
5. To give the Intern an opportunity to relate classroom theory to real congregational experiences;
6. To make a modest contribution to the ongoing ministry of a congregation;
7. To clarify future learning needs through realistic assessment and evaluation;
8. To help the Intern develop an appreciation for and sense of commitment toward the ministry of the Church as a DCE;
9. To increase self-confidence and a sense of security to the point where the Intern can enter his/her first DCE position with competent skills and 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.

DYM – Department of Youth Ministry

CTX – Concordia University Texas

DCE – Director of Christian Education. The professionally trained and certified person, called by a congregation to provide staff leadership in the areas of education, youth ministry, evangelism, or music.

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 up to one year in a supervised congregational 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 or other called worker who monitors the intern in his/her congregation 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 2-day conference held on campus, for all Interns to spend time in evaluation, sharing, and reflection of the current Intern experience.

Orientation Meeting – The meeting of the Intern Mentors and prospective 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.

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

SECTION II

Roles, Expectations and Responsibilities

Concordia University Texas

The DCE Internship program is under the direction and supervision of the university, which operates through a DCE Program Director and Program Manager under whose direction the student serves. The Director and Program Manager of the program, as well as the Intern Supervisors, are the liaisons between the Intern, Congregation, and University.

Concordia University assumes the following responsibilities:

1. To select the Congregational Applications that are to become Intern sites.
2. To see that all agreements are initiated and finalized with the Intern site.
3. To arrange with the congregational site Mentor all plans that may be necessary to insure that the Internship contributes to the effective development of the congregation members, and the professional growth of the Intern.
4. To host an Internship Orientation at which the Mentor and the student Intern are introduced to each other and prepared for the Internship experience.
5. To prepare, select, assign, and orient the student for participation in the Internship program.
6. To provide for supervisory visits while the Intern is serving the congregation. Generally, two visits are made, one in the fall semester and one in the spring semester.
7. To respond promptly to congregational and Intern requests for information and/or assistance.
8. To evaluate the work of the Intern in consultation with the supervising Pastor/DCE on the basis of written reports and on-site visits.
9. To serve as host for the Mid-Year Intern Reflection Conference.
10. To certify the Intern for placement as a Director of Christian Education in the Ministry of the Lutheran Church – Missouri Synod.
11. To make the initial placement of the DCE Candidate through the Board of Assignments.
12. To support the DCE Program Director, Congregational Intern Sites, and Students in the process of training, and equipping young men and women for the ministry as a Director of Christian Education.

DCE Program Director/Concordia Supervisor

The responsibilities of the DCE Program Director in relation to the DCE Intern Program are to:

1. Develop a personal relationship with the Intern before he/she leaves for the Internship.
2. Conduct Intern Orientation Meetings.
3. Be as conversant as possible with DCE ministry, history, philosophy, and current practices, spending from 3-10 hours (1 or 2 day span) in the parish setting.
4. Make arrangements for two supervisory visits. (One in the fall, one in the spring)
5. Clarify the objectives of each visit, in advance and in writing.
6. Be as sensitive as possible to the hopes, fears, frustrations, and joys of the Intern during the supervisory visits.
7. Spend needed time with the student, mentoring Pastor/DCE, and key lay people regarding the mechanics/purposes of the Internship, and defining possible problem areas during the fall and spring visits.
8. Respond to Intern and/or Mentor correspondence/calls as promptly as possible.
9. Remind both Intern and Mentor of their responsibilities regarding the various reports and evaluation forms they are to send to the university.
10. Collect completed Mentor and Intern reports following each visit.
11. Review the Final Evaluation Report of the Intern Supervisor.
12. Review the Final Written Report of the Intern.
13. Make Final Evaluation and Report of the Intern for the CTX Placement office.
14. Work with the CTX Placement Director in the coordination of placement Calls extended to Interns by the Intern site.
15. Work with the CTX Placement Director in the coordination of placement Calls extended to interns from other congregations and agencies.
16. To make the final decision regarding termination of any Internship.
17. To reassign interns if their presence works to the detriment of the congregation or if the student's opportunity to learn is jeopardized.

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.”

The Congregational Intern Site is to assume the following responsibilities:

1. Prepare a job description for the Intern.
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. Provide travel and expenses for the Intern Mentor to attend the Internship Orientation meeting at Concordia University Texas.
4. Provide for professional expenses of the Intern to attend workshops, conferences, and gatherings.
5. Welcome the Intern and provide an ongoing support for him/her through congregational boards, staff, and individual members.
6. Provide the Intern an adequate salary (as suggested by the University) and housing (but not including board).
7. Provide the Intern’s Social Security withholdings.
8. Provide a Health Care Insurance Program for the Intern, if not provided by the intern’s parents/guardians.
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 Reflection Conference sponsored by Concordia University Texas.
11. Provide time for introducing the Intern to the Congregation at a worship service/meeting.
12. Notify the University no later than February 1st, whether or not it is the intention of the congregation to extend a Call to the present Intern.
13. Establish an Intern Support Committee.
14. 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.

The Mentoring Pastor/DCE

The Intern Mentor will normally be a Director of Christian Education or Pastor with some years of proven effectiveness in parish ministry, who is willing to serve as a colleague of the University faculty in assigning proper responsibilities to the Intern, in guiding him/her, advising him/her, and in evaluating the work. The Mentor should also serve as the spiritual advisor to the Intern. It is of great importance that during his/her Internship the Intern experience significant spiritual growth.

The Mentor is to assume the following duties:

1. Provide the University with the necessary Internship application materials.
2. Assist in making arrangements for the Intern's housing.
3. Provide evangelical and constructive assistance in determining the expectations and responsibilities of the Intern.
4. Help the congregational Board of Directors understand the Internship Program and welcome the Intern into its midst.
5. Attend the pre-Internship Orientation Conference at Concordia University Texas.
6. Orient the Intern regarding parish/camp/school site functions, agencies, office procedures in the event a "crisis" occurs.
7. Be available for scheduled meetings during the Intern Supervisor's visits.
8. Guide the student in the preparation of selected learning situations, administrative tasks, leadership functions, planning and techniques of evaluation.
9. Continually clarify personal and congregational expectations of the student and his/her work.
10. Occasionally observe the student as he/she teaches or leads meetings and topics, providing him/her helpful feedback on his/her performance.
11. Systematically schedule time for reflection and supervision. Focus of these conferences should be upon concerns of the Intern, responsibilities completed, goals for the coming week, areas needing improvement, and overall team concerns.
12. Systematically set aside time for personal sharing and prayer.
13. Advise the University of any circumstances negatively affecting the Internship situation and make helpful suggestions for improving same.
14. Complete the Mentor Evaluation prior to Intern Supervisor visits in the Fall and Spring.
15. Complete and send the Congregation Evaluation form to Concordia University Texas DCE Program Director upon completion of the Internship.

The DCE Intern

It should be remembered that the Intern is a student gaining experience in the life and ministry of a parish 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 to assume the following responsibilities:

1. Participate in pre-Internship Orientation meetings.
2. Clarify personal concerns with a DCE Program Director.
3. Make arrangements to have a car available during the Internship.
4. Fill out the Registration forms for the Internship (REDU 41210, 41211) during the Spring semester prior to Internship.
5. Make travel arrangements to Intern site and with the congregation Mentor set up arrival time and date.
6. Participate as fully as possible in the life of the congregation/camp/school. (If married, this includes his/her family).
7. Discuss his/her Weekly Action Plan with his/her on-site Mentor once a week.
8. Send the following reports to the Intern Supervisor:
 - a. Weekly “tweets” (140 characters or less) on Blackboard that outline learnings, joys, and frustrations of your week. These will be shared with the entire internship class and the CTX DCE staff.
 - b. 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 a DCE Program Director, the Intern Supervisor, on-site Mentor, and other appropriate boards or committees. The student is to follow the outline given in Section V.
9. Attend Mid-Year Intern Reflection Conference sponsored by Concordia University Texas.
10. Shall not serve as intermediary between the Mentor and congregation nor between staff member in multiple staff setting.
11. Facilitate the schedule and arrangements for the Intern Supervisor’s visits.
12. Report any serious concerns to the DCE Program Director or Intern Supervisor immediately. He/she may be recalled to the University for consultation at any time.
13. The Intern may not terminate his/her Internship assignment without prior approval of the congregation/agency and the DCE Program Director.
14. Near completion of the internship, complete Placement Application as prescribed by the Concordia University Texas 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 the campus of Concordia University Texas. The mentoring staff person from the Intern Site, Pastor or DCE, 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 due to distance and provide lunch during the time of the scheduled meeting.

Specific objectives for this meeting are:

1. The beginnings of a warm, positive relationship between on-site Mentor and assigned DCE Intern.
2. Addressing Mentoring Pastor/DCE concerns.
3. Sharing some preliminary data regarding the expectations of the Intern in the position at the assigned congregation.
4. Clarity regarding the expectation of the Mentor and congregation in the Internship process.
5. An understanding of the role of the University and Intern Supervisors regarding the assessment and evaluation forms they are responsible to complete.

Intern Job Description

It is the responsibility of each Intern site to have in writing the expectations of and responsibilities assigned to the DCE Intern. This should take the form of a Job Description that reflects the special needs, concerns, and ministries of the Intern site. No two DCE Intern Job Descriptions are exactly alike. An example is given in Section V of this handbook as a reference and resource in developing a congregational written position description for the DCE Intern. This should be completed and brought to the Mentor/Intern Orientation Meeting for the purpose of sharing it with the Intern.

Student Status

While the Intern is often times a graduate of Concordia University Texas, with a Bachelor's Degree completed, he/she still retains student status as he/she is enrolled, as an Intern, in a course of study offered by the institution. DCE Interns are enrolled in REDU 41210 – 41211 for the entire Internship experience and are under the responsibility of the University. All of the guidelines that apply to on campus students are applicable to the Intern.

University Fees and Registration

Since the Intern has full-time student status, he/she is responsible for following the regular routine or registration and payment of fees. The Intern, prior to leaving campus in the Spring, must register for REDU 41210 – 41211, DCE Internship, following the procedure outlined by the Registrar's Office. Interns must also 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 the Internship is assessed as a semester fee for the 24 units (12 each semester) and payable to the Institution as well as other semester tuition fees.

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 DCE Program Directors set a minimum salary for the coming Intern year. This amount is presented in the application form. It is usually slightly higher for married students or a single intern with children. 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.

Housing

The Intern should receive a housing allowance commensurate with the cost of a one-bedroom apartment in the community, if a single person, or a two-bedroom apartment if married or single with children. The Intern site may choose to provide living quarters for the Intern. (A house owned by the congregation, a member who is out of the area and needs house sitting for the year, etc.). The preferred situation is for the Intern to live in his/her own house or apartment in order 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, which may be needed “up front” when securing a place to live. Congregations should consider providing special needs or 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 by the University to have a car available for use during the Internship experience. 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 staff workers with families.

Assignment of the Intern

It is the responsibility of Concordia University Texas through the DCE Program Director to make specific Intern assignments. Interested congregations and other agencies of the church make application to the University for a DCE Intern. The selection of Intern and Intern Site are based upon a matching of Pastor/Supervisor leadership style and visions for DCE ministry, along with the personality and mission objectives of the congregation with the strengths, personality, and learning needs of the Intern. Interns are not placed in their home congregation or matched with family members as Mentors or Supervisors.

Intern Car and Insurance

It is expected that each Intern will acquire a car before beginning the Internship. Car payments and insurance is the responsibility of the Intern. The Intern should be sure he/she has adequate personal liability coverage, especially if his/her car is frequently used in transporting members of the congregation. The Intern should also be sure that his/her car insurance and driver's license will be honored in the state/province 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 Mentoring Pastor/DCE is away on vacation. The beginning date of the Internship will be finalized and agreed upon by the Mentor, DCE Intern, and DCE Program Director at the April 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 Concordia University Texas 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 related to the DCE ministry, 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 at Concordia University Texas. Such commitment should be kept to a minimum and not keep the Intern from his/her main obligation of serving the parish as the DCE Intern.

Many districts have professional support groups for DCEs. Involvement and participation in such groups is to be 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 para-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 and activities.

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:

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 Mentor(s)

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 – 2-1/2 hours)

Time with Lay Leaders or Support Direction Team (3-5 people)

Meeting with an Intern Supervisor with no more than five key lay leaders from the Board of Youth, Board of Education, Council, Youth Volunteers or parents. A good mix would be most helpful. (1 hour) **The pastor should not be on this team.*

Visits can last anywhere from 3 – 7 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 Postings on Blackboard

Each week, as an intern, you will be required to log onto the CTX blackboard system and make a 120 character post sharing what is happening in the ministry context in which you are placed. Things to consider in your posting are: key or special insights you gained that week in ministry; ways in which you saw God moving in your church setting; 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". Our God is a big God and we understand that He is not limited in the ways that He works and moves in the world. 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 within your parish setting.

The posting aspect to this weekly assignment also allows for you to be in regular dialog with your fellow interns. What this means is that we would like you to respond to each other's postings as time permits. You can also use the posting for a chance to do some resource sharing as well, but please keep in mind that this should be on top of your regular posting and not something that you replace it with.

Personal or Professional Issues

If personal or professional issues of a negative sort do arise and you believe that they need to be addressed by your university supervisor, then please make sure to do that through an e-mail or phone call as opposed to making a posting. We ask that you use discretion in this manner. Although the blackboard posting is only accessible to students in that class, as well as to the university supervisors, it is still a good idea to practice discretion, because some issues are better addressed one-on-one rather than in a group discussion format.

Mid-Year Reflection Conference

During the winter of the CTX academic year, a two-day conference will be held on campus for the students currently serving as DCE Interns. 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 would assume the travel cost for the Intern to attend this conference and would excuse the Intern from duties and responsibilities in order to attend. The meeting usually begins on a Sunday evening and goes through noon on Tuesday. The conference is usually held in late January or early February. It would be the responsibility of the Intern to find suitable housing for himself/herself while attending the conference.

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 on-site 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 him/herself and concentrates upon qualitative rather than simply quantitative contributions to the ministry of the congregation.

Day Off

The exact day and frequency of an Intern's day off are matters to be worked out by the Intern and his/her on-site Mentor. Previous experience would suggest that 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

Recommended policy for the Internship is that the student be provided paid vacation time as follows:

Twelve Month Internship: two week vacation time. Appropriate vacation time will be cleared with the on-site Mentor and the key Congregational Board 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 responsibility role, e.g., 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 Concordia University Texas DCE Program Director. If at all possible, the time of the wedding should not severely curtail the Intern's work commitments nor hamper the congregation's ministry programs. Prior arrangements regarding time away from the congregation should be cleared with the on-site 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 pastoral vacancy. Occasionally, a pastoral vacancy occurs during the course of an Internship. Depending upon the point in the Internship that the vacancy occurs, plus the maturity level of the student, and the stability of the congregation, a decision will be made by the DCE Program Director regarding the continuation of the Internship.

Problem Situations

If some unforeseen problem arises that either the on-site Supervisor or the Intern feels is not being adequately dealt with, The University DCE Program Director should be contacted as soon as possible.

Interventions

In the event that the on-site 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 monthly 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 grade for the Internship is that of the Program Director and Intern Supervisor. This grade is based on the various evaluations and recommendations received from the Intern Supervisor 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 Concordia University Texas to continue to respond to the staffing needs of a parish that presently has or has had, and Intern, assuming that the congregation can provide a positive learning experience. If a parish wishes another Intern, it is strongly encouraged to make such a need known no later than February 1st.

Calling an Intern (Designation)

Over the years, many of the Intern sites have chosen to extend a Call (Designation) to their Intern. With few exceptions, this “staying on” by the Intern has resulted in an additional positive term of service.

If a congregation desires to call an Intern, it needs to:

- a) Check the Intern’s openness to considering a Call and consult with the CTX DCE Program Director
- b) Develop a congregationally-accepted DCE Job Description;
- c) Contact the LCMS District Office, the CTX DCE Program Director and the CTX Placement Director, concerning the parish intention;
- d) Gain approval of the Voter’s Assembly, or the congregation’s governing body, to extend such a Call.

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.

Issues of the Year-Long Internship

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 than 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 Mentoring Pastor/DCE.
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 during the week...not informing Pastor of weekly plans...not conveying pertinent information about past, present or future parish happenings.
8. Getting caught in the office preparing vs. being out in people’s homes.
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 a positive form of professionalism in parish 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 work in the church?

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 on-site Mentor or the CTX DCE Program Director.

1. Regular attendance at all professional staff meetings and planning sessions.
2. Become acquainted with the administrative structure of the congregation, 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.

Additional activities may be implemented and pursued in consultation with the Mentor and the DCE Program Director.

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, and 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 Pastor or DCE. 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 shall attend meetings of the congregation (Voters), Church Council, Board of Education, and occasional meetings of the church boards and/or committees. The Intern shall 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 total program 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 On-Site Mentor:

The Intern and the Mentor shall confer regularly, at least once a week. 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.

In the event the pastor does not serve as the Intern Mentor, the Intern is to spend time with the Pastor in discussions, sharing and learning opportunities on a regular basis. 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.

These instruments can be found on the pages directly following this one. Feel free to reproduce these pages as needed.

#1 Developing Realistic Expectations

A Natural Result

A natural result of beginning a work relationship with someone is that expectations develop regarding the staff-mate's contributions to the team. Sometimes the hoped-for contributions are realistic; sometimes they are not. Nevertheless, they are a result of two people beginning to work together.

Source of Expectations

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,
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, or
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).

Taking Time to Check Out Expectations

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. Staff disillusionment and resentment that come from unmet expectations can be surfaced and talked through;
3. Performance areas for additional training and growth could be identified; and,
4. More realistic job responsibilities can be developed to fit the individual's strengths and limitations.

Possible Format

One way of checking out expectations regarding one's staff-mate is through the following process:

1. Read through the following two lists of expectations. Note that some of the expectations relate to sub-roles within the Pastoral and/or DCE office while others have a personality characteristic dimension.

Mentor Profile

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

Additions: _____

DCE Intern Profile

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

Additions: _____

2. Once you have 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 a DCE Intern, do the same with your list.
3. Next move to the list that describes your staff-mate. Check those that denote expectations *you sense you have towards your new staff-mate*.
4. Take 30 minutes to 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.
5. In the final 15 minutes, "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.

#2 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 the relationship that it maintains within itself is a model for relationships in the congregation.
_____		_____		8. Leadership Provision – The staff provides for the regular exercise by one or both of its members of all the necessary leadership functions.
_____		_____		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.

#3 Behaviors of Effective Teaming

(MMSP-KB)

Directions: The items in this questionnaire describe typical behaviors of Pastor-DCE teams. Your task is to indicate to what extent – high, some, little – you desire to be engaged in the following 56 behaviors. As you will note, 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.

Marking Instructions: There are 56 items. 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.

Once you have completed the 56 items, please asterisk (*) the ten behaviors that are of most importance to you as you work with another person.

For Example:

AS WE BEGIN OUR RELATIONSHIP, I HAVE...

High Need	Some Need	Low Need
--------------	--------------	-------------

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. to set aside time to review and prioritize the focus of our ministry. |
| _____ | _____ | _____ | 2. to treat each other with warmth, concern, and acceptance. |
| _____ | _____ | _____ | 3. to keep the congregation informed of one another’s work. |
| _____ | _____ | _____ | 4. to have continuing education opportunities to sharpen leadership skills. |
| _____ | _____ | _____ | 5. to have an established time when we meet. |
| _____ | _____ | _____ | 6. to talk about the effect our relationship is having on the congregation. |
| _____ | _____ | _____ | 7. to gear our work to the goals we’ve established together. |
| _____ | _____ | _____ | 8. to promote one another’s programs and activities among the congregation. |
| _____ | _____ | _____ | 9. to stay accessible to one another. |
| _____ | _____ | _____ | 10. to clarify the limits of our authority. |
| _____ | _____ | _____ | 11. to have administrative authority to carry out our individual responsibilities. |
| _____ | _____ | _____ | 12. to share our understanding of God’s will for our life. |
| _____ | _____ | _____ | 13. to pray for and with one another. |
| _____ | _____ | _____ | 14. to forgive past mistakes/failures. |
| _____ | _____ | _____ | 15. to affirm that each of us is called to our present ministry. |
| _____ | _____ | _____ | 16. to represent one another at congregational functions as the need arises. |
| _____ | _____ | _____ | 17. to examine the nature and purpose of the church and its ministry. |
| _____ | _____ | _____ | 18. to initiate occasions where extended sharing can happen. |
| _____ | _____ | _____ | 19. to derive our staff direction from our understanding of the nature and purpose of the church and its ministry. |
| _____ | _____ | _____ | 20. to work through personal religious concerns, questions, uncertainties. |

AS WE BEGIN OUR RELATIONSHIP, I HAVE...

High Need	Some Need	Low Need	
_____	_____	_____	21. to model the life of Christian fellowship we'd like our congregation to have.
_____	_____	_____	22. to clarify to whom we are accountable.
_____	_____	_____	23. to consult one another on major issues affecting staff time involvement.
_____	_____	_____	24. to have a clear definition of our functions/responsibilities.
_____	_____	_____	25. to direct our goals toward fulfilling the identified needs of people.
_____	_____	_____	26. to encourage each other to reach out, experiment, develop new approaches.
_____	_____	_____	27. to clarify how our work will be appraised.
_____	_____	_____	28. to guard against the overloading of one person with too many leadership responsibilities.
_____	_____	_____	29. to treat each other as ministries of the gospel, differing only in function and title.
_____	_____	_____	30. to maintain personal and professional confidences.
_____	_____	_____	31. to work through staff leadership assignments with lay leaders.
_____	_____	_____	32. to delineate functions/responsibilities within areas of shared staff responsibility.
_____	_____	_____	33. to seek out negative reactions from one another regarding our performance.
_____	_____	_____	34. to alter work habits and procedures when they're no longer effective or appropriate.
_____	_____	_____	35. to maintain confidence about each other regarding failures, misunderstanding.
_____	_____	_____	36. to commend one another for a job well done.
_____	_____	_____	37. to build upon another's professional skills, talents, experience.
_____	_____	_____	38. to rectify a breakdown in communication.
_____	_____	_____	39. to acknowledge our mistakes/failures.
_____	_____	_____	40. to willingly share our thoughts, feelings, motives, with one another.
_____	_____	_____	41. to first air our negative feelings about one another between ourselves.
_____	_____	_____	42. to have a general consensus as it relates to the purpose of the church and its ministry.
_____	_____	_____	43. to each have a say in who handles the various leadership functions given to the staff.
_____	_____	_____	44. to keep one another informed on all important congregational happenings, programmatic development.
_____	_____	_____	45. to affirm one another's ministry in congregational meetings and written materials.
_____	_____	_____	46. to make needed adjustments in the focus of our ministry.
_____	_____	_____	47. to arrive at major staff decision by consensus.
_____	_____	_____	48. to maintain a willingness to discuss our view of nature and purpose of our ministry.
_____	_____	_____	49. to have clearly defined goals for our ministry.

AS WE BEGIN OUR RELATIONSHIP, I HAVE...

High	Some	Low
Need	Need	Need

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 50. to share our negative feelings about each other directly with one another. |
| _____ | _____ | _____ | 51. to review our work with our supervisor or board. |
| _____ | _____ | _____ | 52. to actively work for each other's success in leadership roles. |
| _____ | _____ | _____ | 53. to clarify and talk through points of tension. |
| _____ | _____ | _____ | 54. to develop our short-term goals out of our statement of ministry purpose. |
| _____ | _____ | _____ | 55. to develop our ministry goals. |
| _____ | _____ | _____ | 56. to maintain flexibility in the assignment of staff leadership functions in congregational activities. |

OTHER BEHAVIORS IMPORTANT TO ME:

Personally: _____

Emotionally: _____

Professionally: _____

Spiritually: _____

(We are grateful to Dr. Wm. Karpenko of Concordia, Seward for use of material in this section).

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		
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12:00 N		
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EVENING		
7:00 pm		
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9:00 pm		
9:30 pm		
10:00 pm		

Section V
Forms For Use
in the DCE Intern Experience

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.

A. Education

1. Meet monthly and work closely with the Board of Education, the chairman of said board, and Sunday School superintendent.
2. Meet regularly with the Sunday School staff.
3. Offer regular meetings designed to assist Sunday School teachers and their preparation.
4. Offer teacher training classes to help prepare others for teaching in the Sunday School.
5. Be a resource person for all teachers as they make preparation.
6. Serve as a teaching member of the Sunday School staff.
7. Oversee the physical facilities and arrangements of the Sunday School making sure they are adequate for educational purposes and bringing needed changes and repairs to the attention of the Trustees.
8. With the Board of Education and Sunday School staff, she/he is to establish goals and objectives for the coming year and devise plans to reach the stated goals.
9. Be responsible for the functioning of the Mid-week School.
10. Meet with and assist the teachers of the Mid-week School.
11. Teach the 7th Grade class in Mid-week School. (Confirmation)
12. Be responsible for seeing that opening devotions are conducted at Mid-week School.
13. Be responsible for seeing that there is proper supervision on the playground before Mid-week School, during break and following school sessions.
14. Make follow-calls on absentees, and ascertain the reason for their repeated absences.
15. See that the physical facilities are in proper order and teachers have needed supplies to conduct an adequate program.
16. 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.
17. Aid in the development and expansion of the adult education programs within the parish ministry. Teach/lead adult education functions as mutually agreeable.
18. Assist in teaching Mid-week Bible study as necessary.
19. 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.

B. 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. Work with and help further develop a pre-confirmation ministry that allows for Christian fellowship, study and service.
4. Meet regularly with each of the above groups.

5. Enlist and train other adult counselors to assist in the above mentioned programs.
6. Develop programs of fellowship and study for other age brackets.
7. Be ready to offer spiritual counseling to any and all youth seeking his/her counsel.
8. Encourage, enlist and integrate youth into the overall ministry of the church.
9. Encourage the church's youth to consider full-time professional work in the church.
10. Assist in the development of young adult programs and facilitate where appropriate.
11. Work for participation in joint activities with the youth of sister churches in the area.

C. 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 the Sunday object lessons and Sunday School openings and lead the same as mutually agreed.

D. Evangelism

1. Attend meetings of the Board of Evangelism and work closely with the chairperson of said board.
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 and mutually agreeable.
4. Participate in all functions and programs of the Board of Evangelism where mutually agreeable.

E. Pastoral Assistance

1. Make regular shut-in calls on a schedule mutually agreed upon between the Intern and the Pastor.
2. Make hospital calls on a schedule mutually agreed upon between the Intern and the Pastor.
3. Be responsible to see that a plan is devised to inform the Supervisor and the Evangelism Committee of all visitors present in Sunday School, Mid-week School, VBS, or other such activities.
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 or other agencies directly under pastor's supervision.
5. Make calls on the homes of students to enlist their participation in various activities of the congregation.
6. Conduct occasional nursing home services as they are mutually agreed upon between the Intern and the Pastor.
7. Assist the pastor in other areas where it is mutually agreeable between Intern, Pastor and Board of Elders.

F. General

1. Keep regular office hours.
2. Have Monday as his/her day off unless another time has been agreed upon between the Intern and the Supervisor.
3. Attend church meetings, functions of the congregations and regular worship regularly.
4. 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.

G. Accountability

1. The Intern is responsible directly to the parish Intern Supervisor.
 - 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.

Intern Support Committee

While the Pastor or DCE will serve as the primary mentor in the parish setting, it is extremely valuable for an Intern to receive 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.

Lay people can also offer support and assistance to the Intern on numerous occasions. To ensure that lay people are regularly and consistently involved in the support, assistance and evaluation of the Intern it is recommended that a parish internship committee be established. The membership, purpose, and responsibilities of such a committee follow and should be considered models that might be useful in any particular setting.

Guidelines for the Intern Support Committee

A. Purpose

1. To give personal and professional support to the Intern (and his/her spouse and family.)
2. To describe for the Intern how his/her ministry is being received by the parish.
3. To evaluate, encourage, constructively criticize and assist the intern in their ongoing ministry.
4. To listen to and maintain dialogue with the Intern.
5. To interpret to the parish the Intern as learner/server, as a professional in training.
6. To help the Intern anticipate and participate in the kind of relationships he/she will eventually have with members of his/her own parish.

B. Membership

There should be approximately five members on the committee. A representative group *might* be constituted from the following:

1. A church council representative named by that group.
2. A women's organization representative named by that group.
3. A youth representative named by the junior or senior high group.
4. A peer age individual or couple.
5. An older, possibly a charter member, who knows something of the history of the parish.
6. Someone with the sensitivity to read accurately the majority opinion of the parish.
7. Another full time staff member, other than the mentor.

C. Functioning of the Committee

1. Elect a chairperson from among the Committee's membership.
2. Meet in the homes of the Committee's members whenever feasible.
3. Become familiar with the goals of the Intern program.
4. Get acquainted with the Intern on a personal basis and offer prayer support.
5. See that "welcome" receptions and "farewells" are adequately planned.
6. Meet with Intern periodically (monthly to every six weeks) to:
 - a) Evaluate responsibilities and functions,
 - b) Evaluate Intern's relationship to groups you are in,
 - c) Hear his/her goals and programs,
 - d) Share his/her concerns and problems,
 - e) Present constructive criticism,
 - f) Evaluate as a channel for sharing communications,
 - g) Serve as channel for sharing communications regarding Intern and program from other members of the congregation,
 - h) See that housing and other physical needs are adequate.
7. Meet with the intern supervisor appointed by the University during fall and spring visits if requested.
8. Chairperson responsibilities
 - a) conduct meeting
 - b) communicate to Intern mentor areas of concern that arise during meeting
 - c) report to the church council as necessary
 - d) report to the University Supervisor as necessary

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?
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
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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, double spaced and typed; 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 or Intern Supervisor on the Intern learning experience.

Copies of the Final paper should be presented to the on-site mentor (Pastor or DCE), any appropriate Boards/Committees, and the Concordia University DCE Program Director or Intern Supervisor.

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