



## Supervised Practice of Ministry Evaluation – Part I

Year: \_\_\_\_\_ Circle one: SPM I SPM II SPM III Distance Learning SPM

The first four pages of this evaluation are to be prepared jointly by the student and supervisor, and a copy is to be submitted to the student’s field education instructor. The last three (identical) pages of the evaluation are to be completed separately – one page by the student, one page by the supervisor, and one page by the student’s field education instructor. The student and supervisor may submit this last page of the evaluation either separately or together with the first half of the evaluation. The field education instructor will send her/his evaluation page to the student at the end of the practicum.

Student’s Name \_\_\_\_\_

Phone \_\_\_\_\_ email \_\_\_\_\_

Supervisor \_\_\_\_\_

Position/Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ email \_\_\_\_\_

Ministry Internship Site \_\_\_\_\_

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### FIELD EDUCATION DEPARTMENT USE ONLY

Evaluation Received: \_\_\_\_\_

Comments:

Stip/Class Preference: \_\_\_\_\_

Institutional Devel. Transfer: \_\_\_\_\_

**I. Review of Objectives:** State succinctly each learning objective and evaluate student progress in light of each objective:

***Learning Objective 1***

*Objective:*

*Progress and Opportunities for On-going Growth:*

***Learning Objective 2***

*Objective:*

*Progress and Opportunities for On-going Growth:*

***Learning Objective 3***

*Objective:*

*Progress and Opportunities for On-going Growth:*

***Learning Objective 4***

*Objective:*

*Progress and Opportunities for On-going Growth:*

***Learning Objective 5***

*Objective:*

*Progress and Opportunities for On-going Growth:*

**II. Toward the Future**

- A. What tools / strategies / structures could the student use for continued growth in the areas identified above?  
If the student will continue in the Aquinas Field Education program, how could these areas identified for continued growth be incorporated into future learning goals or objectives?

B. (For degree students only ) Are there any ways in which the practicum experience has assisted the student's on-going growth in the *babitus* espoused by Aquinas Institute? If the student has not yet applied for candidacy, is there any way in which experiences from this practicum could support the student's candidacy portfolio?

C. What theological questions arose in the course of this project? What theological resources were used in addressing these questions? What possible new directions in theological research and understanding are a result of this project? (i.e. Is there any new aspect of theology that you would want to pursue in your coursework as a result of this practicum?)

D. Sometimes in field education, we learn what we set out to learn. Sometimes we learn things we never expected to learn. What were the three greatest lessons / insights the student would say s/he came to over the course of this experience? These might be directly related to the learning objectives, or might not.

*Signed*

Student \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_



## Supervised Practice of Ministry Evaluation – Part II

**Student's Name:** \_\_\_\_\_

**Year:** \_\_\_\_\_ **Circle one:**    SPM I                    SPM II                    SPM III                    Distance Learning SPM

A copy of this form is to be completed by the student intern, the student's on-site supervisor, and the field education instructor. In the column on the right, each of the three categories is to be given a mark of 0 – 10; zero reflecting no evidence of this competency/trait in the student's ministry, ten reflecting an extremely high level of this competency/trait.

<p><b>Pastoral Leadership:</b> Student demonstrates skills &amp; dispositions needed to “shepherd” a community of faith – including:</p> <ul style="list-style-type: none"> <li>▪ Capacity to identify and help meet the needs of the particular community in which the student ministered</li> <li>▪ Strong pastoral presence (marked by good listening skills, comfort with silence, ability to be with and minister to a diversity of persons experiencing a diversity of emotions, ability to convey compassion &amp; empathy)</li> <li>▪ Strong leadership presence (marked by a healthy understanding &amp; expression of authority; conflict management and confrontation skills; capacity to endure in difficult situations; consideration of the needs of all; the ability to lead communities in prayer, decision-making and change; demonstrates initiative and responsibility)</li> <li>▪ Comfortable being regarded as public minister by a community</li> </ul>	<p><b>Points</b> <b>0-10</b></p>
<p><b>Effectiveness:</b> Student demonstrates use of tools and approaches that maximize the impact of one's ministry and aide the long-term health &amp; wellbeing of the minister.</p> <ul style="list-style-type: none"> <li>▪ Knows ways of maintaining balance and optimistic outlook even in stressful or ambiguous situations</li> <li>▪ Good time management</li> <li>▪ Collaborative approach that empowers and trusts the gifts of others</li> <li>▪ Ability to prioritize among many tasks &amp; to make appropriate decisions about what most needs one's attention when</li> </ul>	
<p><b>Service:</b> Student demonstrates desire and capacity to place one's ministry at the service of the Church &amp; world:</p> <ul style="list-style-type: none"> <li>• Possesses a spirit of helpfulness, flexibility, “other-centeredness”</li> <li>• Demonstrates good professional boundaries; meets personal needs in another forum outside ministerial relationship</li> <li>• Perceives ministry at the service of community rather than vice versa</li> </ul>	
<p><b>Integration:</b> Student demonstrates capacity for and commitment to theological reflection</p>	

<p>through:</p> <ul style="list-style-type: none"> <li>▪ Solid grasp of scripture, doctrine, liturgy, and history that can be drawn upon with ease</li> <li>▪ Heightened awareness of culture's influence in ministry</li> <li>▪ Heightened understanding of the way one's life history &amp; spirituality is affecting and being affected by ministry</li> <li>▪ Ability to see for oneself ready and meaningful connections between every day ministerial events and theology</li> <li>▪ Ability to help others make connections between their faith and life</li> <li>▪ Sees implications of ministerial experience for the study of theology</li> <li>▪ Regular, prepared participation in theological reflection</li> <li>▪ Ability to identify and articulate feelings</li> </ul>	
<p><b>Commitment to Ministry of the Word:</b> Student demonstrates commitment to the ministry of the Word through:</p> <ul style="list-style-type: none"> <li>▪ Simple, clear and articulate public speaking (especially preaching, but also teaching, presenting, lecturing, etc...)</li> <li>▪ Ability to identify ways in which s/he participates in the preaching mission of the Church</li> <li>▪ Quality of one's written and oral communication</li> <li>▪ Rootedness in scripture and openness to the Word present in life</li> </ul>	
<p><b>Comments:</b></p>	<p><b>Total Points:</b></p>

Name of person completing this evaluation: \_\_\_\_\_

Date: \_\_\_\_\_



## Supervised Practice of Ministry Evaluation – Part II

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**Year:** \_\_\_\_\_ **Circle one:**    SPM I                    SPM II                    SPM III                    Distance Learning SPM

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Date: \_\_\_\_\_



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Name of person completing this evaluation: \_\_\_\_\_

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