

**Field Education Handbook
Andover Newton Theological School
2010-2011**

Dear Partner in Field Education:

Andover Newton is proud of its history and heritage of innovation and pioneering new ventures in theological field education. As one of the first seminaries to offer on-campus courses associated with students' field experiences (Practicum, 1970s-2005), the first to require teaching parishes in addition to supervision (Teaching Parish/Site Committees, 1980s-present), and the first to connect traditional courses directly with the field education experience (The Professor-Practitioner Program, 2007-present), Andover Newton has consistently given center stage to experiential learning for ministry.

We hope that this manual helps you to understand the program, answers any questions you may have, and gives you some insight into this carefully-designed experience meant for students exploring professional ministry.

Please know that our team – Kathy Windsor, Paula Spies, and myself – are eager to be of support to you. Kathy and I are formally included in the circle of confidentiality in this program; you should view us as resources and supporters as your learning progresses. Paula is available to help you with all logistical matters and to make sure you have the resources you need.

We welcome you and pray that this year is rich with learning.

Blessings to you,

The Rev. Dr. Bruce P. MacLeod
Transitional Director of Field Education

TABLE OF CONTENTS

Calendar	4
Mission Statement	5
Ethical Responsibilities	5
Partners Roles, in Brief	6, 7
Students	
Entering Field Education	8
Intake Process	8
Searching, Borrowing, or Initiating Sites	8
Covenanting	9
Registering for Field Education	9
Expectations in Field Education	9
Students and Stipends	10
The Professor-Practitioner Program (P3)	10-12
Supervision and Theological Reflection	12, 13
Learning Agreements	13, 14
Mid-Year Progress Reports	14
Final Evaluations	14
Record Retention	15
Sites	
Becoming a Teaching Parish	16
Teaching Parish/Site Committees (TPC)	16
Functions of the TPC	16, 17
Stipendiary Arrangements and Expectations	17
Supervisors	
Becoming a Field Education Supervisor	18
Expectations	18
Training	18
Offsite Supervisors	19
Approved Supervisors Continuing Education	19
Field Education Program Staff	
Team Roles and Responsibilities	20
Contact Information	20
Forms	
Site-Student Covenant	21
P3 Syllabus	22, 23
Learning Agreement	24- 26
Theological Reflection Template	27
Mid-Year Progress Report	28, 29
Final Evaluation	30, 31

Field Education Calendar, 2010-2011

Please note that only the *first meeting* of ongoing activities is listed here

June, 2010

30 Last day by which a student may initiate a new Field Education site

September, 2010

* *Field Education Program staff available for consultation on Learning Agreement*

13 Fall classes begin

16 Field Education Introduction for students, Option 1, 6-9 p.m. (students choose only one)

17 Field Education Introduction for students, Option 2, 1-4 p.m.

18 Teaching Parish/Site Committee Training, 10-2 p.m.

19 Recommended first day for Field Education Students in parish settings

23 First meeting, Foundations course for new supervisors, 9-12 p.m.

28 First meeting, Case Study Group for approved, continuing supervisors, 10 a.m. - 1 p.m.

October, 2010

* *Field Education Program staff available for consultation on Learning Agreement*

19 Learning Agreements due to the Field Education Program Office, Worcester 210

20 Field Education Luncheon 11:30 a.m. and Commissioning Service 1 p.m.

November, 2010

22-26 Andover Newton's Fall recess *from classes*

December, 2010

* *Field Education Program staff available for consultation on Mid-Year Progress Report*

17 Fall term exams end, Winter Recess begins (field education onsite continues)

January, 2011

* *Field Education Program staff available for consultation on Mid-Year Progress Report*

31 Spring term courses begin

February, 2011

8 Mid-Year Progress Reports due to the Field Education Program Office, Worcester 210

17 Boundaries Training, Option 1, 6-9pm (students choose only one)

18 Boundaries Training, Option 2, 1-4pm

March, 2011

28 Andover Newton's spring recess *from classes* (field education onsite continues)

April, 2011

* *Field Education Program staff available for consultation on Final Evaluation*

1 Andover Newton's Spring recess from classes ends

24 Easter

May, 2011

6 Last Day of Classes

8 *Suggested* final/farewell Sunday for students in parish settings

10 Final Evaluations due to the Field Education Program Office, Worcester 210

Mission Statement of Andover Newton's Field Education Program

The Field Education Program at Andover Newton Theological School provides transformational experiential education for ministry through:

1. Meaningful ministry experiences in settings that support learning,
2. Theological reflection opportunities that foster spiritual formation and vocational discernment, and
3. Academic courses that promote the integration of ministerial theory and practice

Our Ethical Responsibilities

All partners in field education are held accountable to the following statement on ethical conduct. Please direct questions about specific ethical cases to Dr. MacLeod.

Theologian and expert in clergy misconduct, Rev. Marie Fortune, builds one of her arguments against abuse in ministerial relationships on the sixth Commandment: Thou shalt not steal. She argues that when a minister abuses the trust of a person in his or her care, that minister steals from that person the grace of a pastoral relationship. It is the belief of the Field Education Program at Andover Newton that students in seminary need safe, trusting, and appropriate relationships in their ministry settings. Without such safety, they are robbed of a crucial component of their preparation for pastoral ministry. It is for this reason that the Field Education Program holds all partners to the highest standards in ethical behavior.

The Field Education Program upholds the conduct policy endorsed by Andover Newton and published in the seminary's Handbook for Students. Because of the complex nature of field education, it is important for partners to understand the nuances of this policy as it affects field education. Students, supervisors, and members of Teaching Parish/Site Committees (TPCs) are held accountable in a variety of situations.

It is unacceptable to have any sexual or romantic behavior in the context of field education. The supervisor, Teaching Parish/Site Committee, and site have a ministerial obligation toward the student. The student has a ministerial obligation toward the site as well, as the student is charged with pastoral duties toward that community. Within these overlapping pastoral relationships, it is impossible for a sexualized or romanticized relationship to function in a healthy and safe way. Therefore, the Field Education Program prohibits sexualized behavior – in the form of actions, written communication, verbal communication, or innuendo – between the student and any person to whom she or he ministers, or between the supervisor or lay leaders and the student.

Beyond these ethical parameters for sexualized relationships, the Field Education Program holds partners in field education to high standards for confidentiality. Interactions between students, supervisors, and Teaching Parish/Site Committees in the midst of formal reflective conversations are confidential. Information from such meetings may not be shared outside the context of the meetings without express permission, usually in the form of written permission.

It is further expected that all involved with field education will conform to Andover Newton's non-discrimination policy. Finally, students, supervisors, and TPC members must honor the ethical standards set forth not just by the seminary and this policy, but by their sites.

Failure to comply with these standards will result in intervention that could have ramifications for the completion of the field education requirement, as well as broader implications. These guidelines are not designed to stifle trust, but rather exist for the protection of all those involved with field education. When followed faithfully, they aid in the development of covenantal relationships based on the dignity of every person.

Partner Roles, In Brief

Field education is a required component of the Masters of Divinity (MDiv) and Masters of Arts in Religious Education (MARE) curricula at ANTS. Since many partners are involved in student learning, it is helpful for each partner to understand his or her role in the Field Education Program so students meet their requirements and thrive in their learning.

Students must complete two consecutive semesters of field education and take the required Professor-Practitioner Program that accompanies their ministry in the field. The required year must begin within the first 45 (MDiv) or 30 (MARE) credit hours. After the required year, students may pursue further field education for elective credit or transcript credit only (“auditing”), living into the same obligations listed here except for participation in the Professor-Practitioner Program.

This guide outlines the roles of the partners who make the ANTS Field Education Program possible.

Section A: The STUDENT

1. Meets with the supervisor for theological reflection one hour per week
2. Registers each semester for both CMFE 601Y and the Professor-Practitioner Program in the first, required year; and CMFE 701Y, 702Y, or 703Y in subsequent years
3. Submits weekly written theological reflections to the supervisor
4. Meets with the Teaching Parish/Site Committee (TPC) for approximately two hours each month
5. Formulates and fulfills a Learning Agreement in consultation with the supervisor, TPC, advisors, mentors, and Professor-Practitioner Program small group leaders
6. Participates in the preparation of the Mid-Year Progress Report and a Final Evaluation

Section B: The SITE

1. Provides an opportunity for the student in Field Education to spend 15 hours per week in ministerial activities, ten of which take place onsite, five of which may be spent in preparation activities elsewhere
2. Provides an approved supervisor or works with ANTS to assign an off-site supervisor at the cost of \$1750 per year from the site
3. Allows time for the supervisor to participate in required training and continuing education
4. Forms a Teaching Parish/Site Committee (TPC) of 4-6 members, which may or may not include the supervisor
5. Compensates the student in the amount of \$3,000 for eight months of service (this can be paid through ANTS Business Office; it is the student’s responsibility to contact the Business Office and arrange this)
6. Provides three nonconsecutive weeks of vacation at mutually agreed-upon times
7. Reimburses the student for non-commuting travel and other expenses

Section C: The SUPERVISOR

1. Enrolls in Foundations in the Theory and Practice of Ministry Supervision, CMFE 721Y/821Y, in the first year
2. Participates in one of the continuing education options provided by the ANTS Field Education Program in all subsequent years the supervisor is working with a student
3. Meets with the student for one hour per week of theological reflection
4. Responds in writing to the student’s theological reflection submissions in advance of weekly meetings
5. Participates in the formulation of the student’s Learning Agreement, Mid-Year Progress Report, and Final Evaluation

Section D: The TPC (Teaching Parish/Site Committee)

1. Participates in an initial introductory workshop offered by ANTS and makes an effort to attend or send representation to training events and workshops each year the TPC works with a student
2. Supports the student through introducing him or her to the faith community, helping the student to become familiar with the setting, and ensuring the student is welcomed and nurtured by the community
3. Meets with the student monthly to discuss an agenda prepared by the student and the TPC chairperson
4. Reflects with the student on the meaning of ministry in a faith community
5. Participates in the formulation of the student's Learning Agreement, Mid-Year Progress Report, and Final Evaluation

Section E: ANTS Field Education Program Staff

1. Consults with all partners during the placement process, which is usually arranged prior to the first week of the fall term
2. Offers an Professor-Practitioner Program for students in field education
3. Offers courses for both the training and ongoing learning of supervisors
4. Conducts training workshops for TPCs and frequent educational events for partners
5. Reviews all written agreements and progress reports prepared by students and sites
6. Assigns off-site supervisors where needed
7. *Makes itself available to all of the partners in theological field education for consultation and assistance!*

STUDENTS

Entering Field Education

Intake Process

Students are expected to begin field education when they are between one-third and one-half way through their degree programs. Students who choose to postpone field education beyond the mid-way point in their degree programs must write to the Director of Field Education to receive formal permission to postpone.

The year preceding field education, students engage in the following steps toward preparing for field education:

1. First, they attend a one-hour long information session. Times for these sessions (5 times between October and April) will be posted on the bulletin board outside the Field Education Office (Worcester 210) and through E-News.
2. Second, they complete a Student Information Form describing their hopes and needs for field education. They bring these forms to a one hour long “Intake Appointment” with the Director of Associate in Field Education. The Student Information Form indicates that students should, before this meeting, connect with denominational officials about field education expectations if they are pursuing ordination.
3. Third, students search sites where they might match for field education.
4. Fourth, students interview with appropriate sites.
5. Fifth, students inform the field education staff, using the Covenant form, which they have found a field education match.
6. Finally, students register for field education when signing up for fall courses.

Searching, Borrowing, or Initiating Sites

There are three ways in which students can find a field education site. First, they can find a match with an approved Andover Newton site. A database describing those sites, complete with contact information, is available on the Web at www.ants.edu/field-education.

Second, students can borrow a site through the Boston Theological Institute (BTI). A link on the ANTS field education Web site can guide students to explore sites affiliated with other schools in the BTI. When a student “borrows” a site, she or he does not cross-register. Rather, the student serves in the site, using the site’s school’s documents and deadlines, while also fulfilling course requirements at Andover Newton. The BTI Site Sharing Agreement, with specific instructions, is available at the ANTS field education Web site and should be followed carefully when students borrow sites.

Finally, students can initiate sites. Circumstances that merit initiating sites include:

- The student has a particular site or area of ministry in mind that is not affiliated or yet available with Andover Newton or any other school in the BTI.
- The student seeks to use a current setting of employment as a field education site, with the expectation that the site will make special arrangements to make this possible.
- A student seeking to use his or her Unitarian Universalist or other formal denominational internship experience to meet field education requirements.

Students initiate sites by presenting to the sites, in collaboration with the field education staff, the expectations of Teaching Parishes/Sites and securing their commitment to exploring becoming a site. This process can be time consuming, and all partners must be aware that **newly-initiated sites must complete their application process before June 30 each year.**

Although most do so far earlier, students who covenant with already-active Andover Newton or BTI sites must finalize their matches before fall semester courses begins.

Covenanting

Once a student and a site have come to agreement on a match, the student, in collaboration with the site, completes the Site-Student Covenant form, available at the ANTS field education Web site. That covenant indicates a starting and ending date for the placement, as well as compensation arrangements (see “Sites” section for more information about stipends). All other details are attended to through the process of creating a Learning Agreement.

Registering for Field Education

Students in their first year of field education should follow these instructions:

1. Register for CMFE 601Y each semester. This course earns the student 3 credits for the entire academic year, 1.5 credits per semester. It includes one orientation session in the fall and a boundaries training event in the spring.
2. Register for one regular (3 credit) fall course that is designated “P3” for the Professor-Practitioner Program. This course will meet the related curricular requirement.
3. In addition, register for that course’s P3 section, which carries an additional 1.5 credits.
4. In the spring, register for another P3 course and section.
5. If you are unable to take any of the P3 courses/sections, you may register for the stand-alone Integrative Seminar, CMFE 620F and/or CMFE 621F. To receive permission to pursue this option, you must submit a curriculum worksheet or transcript to Bruce MacLeod and, in most cases, meet with him.

Overall, in the required year of field education, students receive the following credits:

Fall	Spring
CMFE 601Y, first half, 1.5 credits	CMFE 601Y, second half, 1.5 credits
P3-designated 3 credit course	P3-designated 3 credit course
P3 section, 1.5 credits	P3 section, 1.5 credits

Students in a subsequent year of field education should follow these instructions:

1. Register for CMFE 701(2,3)Y each semester. It includes one orientation session in the fall. Students may register for credit (3 for the year), or for 0 credits as an “auditor.” Students in advanced year need not take an on-campus course to receive this credit.
2. Students in an advanced year of field education *may* take a P3 course and section in either or both semesters (see #2-4 above), but this is optional, and students meeting the requirement will receive preference when courses become full.
3. Students in advanced year may also pursue the stand-alone Integrative Seminar (see #5 above) with permission from Bruce MacLeod, but preference for that course will go to students meeting the requirement.

Expectations in Field Education

Students in field education are expected to serve as ministers and reflect on their services. They are not charged to observe, although some observation and background preparation can help students to meet their goals. Students’ ministry duties are determined collaboratively, where the student expresses what she or he needs or wishes to learn, and site leaders describe opportunities for ministry they can make available to students. Supervisors help students to identify competencies for ministry upon which they should focus in field education, and students’ advisors and denominational counselors also serve as resources for students in determining crucial competencies for ministry.

Sites know and expect that students will be, in most cases, new to ministry. Field education gives them an opportunity to “try on” ministry, taking risks as well as building on strengths.

The basic expectations for students’ service in field education are as follows:

- Service from mid-September through early May.
- Three weeks of nonconsecutive vacation, as negotiated
- 15 hours per week during the academic year, broken down approximately as follows:
 - 5 in preparation
 - 1 in supervision
 - 0.5 in meetings with TPCs
 - 0.5 in staff time
 - 8 in ministry tasks

Students and Stipends

The expected stipend for ANTS sites is \$3000 for eight months.

The Professor-Practitioner Program (P3)

It is the belief of the Faculty at Andover Newton Theological School that all courses students pursue in seminary are relevant to ministry. The best way for students to grasp the ministry implications of the subjects they study is through the immediate application of theoretical concepts to the work of ministry. This assists them both in their retention of theory and in their ministerial practice. The Professor-Practitioner Program (P3) is designed to help students to make connections between the courses they take on the Hill and the learning they experience in the field.

P3 courses are taught by full-time Faculty members. Resident Ministry Practitioners (RMPs) “co-teach,” with the special role of articulating the ministry implications of course material. In addition, RMPs lead 90-minute break-out sessions for students pursuing Field Education, either before or after the P3 course’s meeting time. These break-out sessions, or “P3 Sections,” include no more than eight students. All field education students must take one P3 course concurrently with their required first two semesters of field education.

P3 falls under the auspices of Andover Newton’s Field Education Program. Please feel free to contact the leaders of that Program (Bruce MacLeod, Kathryn Windsor, or Paula Spies) with any questions or concerns about P3.

Expectations of Students

Students in the P3 Section will create a covenant together that will set guidelines for participation in the Section. In order to receive a satisfactory grade for the course, however, students must also comply with these standards:

- They must attend all sessions. Students are permitted no more than two excused absences from the P3 Section. An absence is considered excused if the student contacted the RMP (or, in an emergency, the Transitional Director of Field Education, Bruce MacLeod) in advance of the session to be missed and presented a reasonable medical, professional, or personal excuse.
- They must present Integration Exercises on a rotating schedule for the group.

Credit and Grading

The P3 Section is graded CREDIT/NO CREDIT and carries 1.5 credits. For students in their first year of Field Education, this course meets the CMFE (Church & Ministry: Field Education) requirement. In subsequent semesters, it may count as either an upper-level floating requirement in Ministerial Practice or as an elective.

P3 Section Activities

Each P3 Section follows roughly the same format, although RMPs bring their own leadership style to the group. Similarly, groups vary in the way in which they work together, so students should expect that the format described here will begin to take on its own shape as the semester gets underway.

Checking in

The first portion of the P3 Section meeting time should be devoted to checking in. The “ground rules” of check-in should be established on the group’s first day together by creating a group covenant. In creating this covenant, students should express what they feel they need to share freely and openly.

RMPs facilitate check-in. First, each student should take no more than three minutes to share with others what they are experiencing in field education. Facilitators should give students a subtle but mutually-understood hand signal when their time is up. After each student speaks, uninterrupted, there should be a pause before the next person speaks. This honors what has been said and helps each student to listen fully, rather than thinking anxiously about what they will say next. Students who do not wish to speak should feel free to pass. In their comments, students should refrain from lifting up anything said by anyone else; this first round is their own, not a time to agree or contend with others’ comments.

After each has shared briefly, the group may converse together for an additional 10-15 minutes. The contents of this section of check-in should include:

- Asking questions of clarification or in order to expand mutual understanding,
- Noting a point of learning,
- Picking up a thread from one person’s comment and taking it in another direction, and
- Lifting up ministry themes that emerged from sharing.

During the conversation, students and the facilitator alike should refrain from:

- Problem-solving,
- Giving unsolicited advice or suggestions, or
- Commenting on how another person should or should not feel about an event or situation.

Integration Presentations

After check-in (about 45 minutes), students will alternate presenting to one another where they see intersections between the P3 course and their ministry experiences in the field (an additional 45 minutes). Students presenting will come to class having completed the Integration Exercise (next section) and prepared copies for the whole group. After a brief presentation (no more than 10 minutes) the RMP will, again, facilitate discussion. During that discussion, the RMP will function as coach and mentor, placing the student’s presentation and the group’s conversation into a wider ministry context. Students will play a similar role for each other, helping one another to see the wider implications of the integrative issue the presenting student is sharing with the group.

RMPs and students alike should avoid providing “answers” to the problems students present, especially when doing so focuses the conversation upon the responder instead of upon the ministry issues presented. Responders should not, however, leave their experiences outside the conversation, as they can normalize and broaden students’ perspectives by sharing from their lived experiences and wisdom. Striking a balance between sharing and projecting is likely to take time and practice.

Integration Exercise

Students prepare an exercise using this format in anticipation of their P3 Section presentation. It is meant to be brief—NO more than one page—in order to provide a basis for conversation with the whole group. The exercise is meant to begin, not complete, the process of integrating theory and practice for ministry.

<p><i>Description of Salient Concept from the P3 Course:</i></p> <p>In this section, students write one or two paragraphs about a concept from the P3 course that has resonance in students’ ministry experience.</p>	<p><i>Description of Ministry Event, Experience, or Dilemma:</i></p> <p>In this section, students briefly describe:</p> <ul style="list-style-type: none"> • The backdrop of a certain happening in ministry, and • The basic characteristics of the event, experience, or dilemma under scrutiny.
<p><i>Integration of Concept and Event:</i></p> <p>In this section, students reflect upon the intersecting points of the concept (left column) and the event (right column).</p>	

Supervision and Theological Reflection

Students meet weekly with their supervisors for the purpose of theological reflection. These meetings should take place in a private, professional space and should last one hour. Supervisory sessions do not take place when students are on vacation from field education. It is best for the supervisory sessions to be planned for a specific time slot each week, but rescheduling due to the supervisor’s or students’ need is occasionally necessary.

The “text” for these meetings is written theological reflections. Theological reflection is the spiritual discipline of intentionally considering the spiritual meaning of events in daily living. In field education, students choose an event (such as experience, a dilemma, or a question) about which to write a theological reflection each week, and the supervisor responds with written comments before a full discussion of the event and reflection.

Students use a two-column format for the reflections, where they write their thoughts on the left side, and their supervisor responds before the supervision with comments in the right column. A template is available online at the CMFE 601Y Connect site. Students receive training and literature during their fall orientation session to help to prepare them to engage in theological reflection. Supervisors receive this training in their first-year supervisors’ course. This is a basic template for written reflections:

Student's Reflection	Supervisor's Comments
<ol style="list-style-type: none"> 1. Description of an event in ministry. 2. Connection between event and the student's faith: Where was God in the event? What might scripture, a faith tradition, or human nature have to do with the event? 3. Questions about what the event, in light of faith, means about the student's spiritual formation or vocational discernment. 	<ol style="list-style-type: none"> 1. Questions for the student. 2. Observations. 3. Challenges. 4. Areas of resonance, similar experiences to share.

Ordinarily, students write their reflections two or more days before the supervision session and send the reflection to the supervisor via email. The supervisor is expected to reply with comments in advance of the session; often the response also takes place via email. These technical approaches vary and should be adapted to the style and work flow of each student and supervisor.

Theological reflections differ from P3 Integration Essays in several ways. First, theological reflections are on a topic selected by a student based what is on his or her heart, whereas Integration Exercises are expected to have a connection to the P3 course. Second, students write theological reflections weekly, whereas they write one or two Integration Exercises all semester. Third, the theological reflection is meant only to be reviewed by the supervisor, whereas the Integration Essay is presented to the entire P3 section.

Learning Agreements

The Learning Agreement is the document that guides students' work in field education. Students prepare the documents collaboratively, seeking input from their advisors, pastors, mentors, and denominational counselors about the areas of learning they should explore. They work with their Teaching Parish/Site Committees to determine the areas of ministry where the church can provide opportunities for the student. They consult with supervisors about the theological questions they wish to explore during Field Education.

This consultation culminates in a written document, created with the use of a form from the Field Education Program and submitted, with signatures, to that office by the appointed deadline listed in the Field Education Calendar for the year. Kathryn Windsor and Bruce MacLeod help students and sites when questions arise in the creation of the Learning Agreement, and they review and approve all agreements before they are placed on file. Students should keep a full photocopy, with signatures, for their records.

The document includes four sections:

1. Contact information for all participants in student learning.
2. A plan for learning, including an overarching goal, related objectives, and tasks related to the student meeting those objectives.
3. Contractual arrangements, including proposed hours to devote to tasks, vacation time, and other scheduling details.
4. Signatures, where each partner in the student's learning indicates that she or he is supportive of the plan.

Partners should discuss at the outset how they will monitor these agreements. For example, some students will, at the beginning of the year, keep a weekly time sheet and share it with the TPC for the first two meetings after the Learning Agreement is established. This way, partners know if they estimated appropriately as to how much time each task required. In any case, it is important for all parties to agree how time usage will be tracked and who will address concerns if the student is working far beyond or far below his or her commitment.

The staff of the Field Education Program frowns upon students working beyond their committed number of hours, as such behavior raises concerns about setting appropriate boundaries. At the same time, it is understood that the ebb and flow of any church or agency year is such that some weeks will be far busier than others. Concerns where it is believed that a student is not living up to his or her time commitment are just as serious and should be addressed immediately.

Mid-Year Progress Reports

The purpose of the Mid-Year Progress Report is to give partners in Field Education an opportunity to connect intentionally at the mid-point in the Program about the student's progress. The Learning Agreement is the guide for this process. The hope is that, at the mid-year, partners can celebrate early successes and talk frankly about what areas might need to be adjusted or revisited. It is expected that ongoing problems will not materialize for the first time at the Final Evaluation, but rather at an earlier point, giving all a chance to address concerns while there is ample time for doing so.

Students in field education will distribute evaluation forms to the appropriate partners by the very beginning of January, 2011. Partners should schedule intentional conversations about the Mid-Year Progress Report, after which time each partner will prepare a written report of approximately 250 words, using a form provided by the Field Education Program as a guide. Distribution should take place in a context of conversation, where all partners review the student's Learning Agreement and talk about areas of progress as well as hopes for future growth. This is an opportunity to review students' first four months of ministry in field education before partners write sections of the report independently.

Students will collect forms from supervisors and TPC chairpersons in order to get the form in on the date that is specified on the Field Education calendar. The student will then circulate all three components of the Mid-Year Progress Report so that all partners (student, supervisor, and TPC chairperson) can read all reports. Upon that reading, partners will sign the covenant.

The complete Mid-Year Progress Report must be submitted to the Field Education Office, Worcester 210, on the date appointed in the Field Education calendar. Bruce MacLeod and Kathy Windsor will allow short extensions in the case of illness or emergency; students may speak with either of them if presented with such an issue.

Final Evaluations

The Final Evaluation represents the culmination of a learning community's year of work together. A copy of it will remain in the Field Education Program files for five years, and an additional copy will be filed with student's permanent academic records in the Registrar's Office.

Approximately four weeks before the year's end, partners in field education should take time to review students' Learning Agreements, Mid-Year Progress Reports, sermons, program reports, and other relevant documents. Supervisors and students should review theological reflections.

Partners should schedule intentional conversations about the year's learning and growth, after which time each partner will prepare a written report of approximately 500 words, using a form provided by the Field Education Program as a guide.

Record Retention

The Field Education Program has limited space and staff resources for managing records. Therefore, its leaders have set specific guidelines for what records they maintain, and for how long.

Upon participating in an Intake Appointment, the Administrative Assistant for the Field Education Program opens a file for a student. That file begins with the Student Information Form, and over time this is supplemented with the student's site Covenant, Learning Agreement, and Mid-Year Progress Report. Correspondence between Program leaders and the student are also retained in this file. The Final Evaluation is placed in the student's Registrar file. After five years, the student's Field Education file is destroyed, while the Final Evaluation remains in the Registrar file. Therefore, students are advised throughout Field Education to retain copies of all of their Field Education records.

Site files are maintained for five years after the most recent year the site has been active. After five years without a student, inactive sites are added to a database of sites that have once had students, but application and other materials are destroyed. Therefore, sites that have been inactive for more than five years must reapply to resume work as Teaching Parishes.

SITES

Becoming a Teaching Parish

Parishes, agencies, schools, or other institutions at times discern a sense of calling to nurture leaders for religious organizations. Such institutions are encouraged to consider becoming Teaching Parishes or Teaching Sites in order to fulfill this calling. Settings that seek staff support are encouraged to do so by creating part-time work positions and posting them on the Andover Newton Jobs Web site, www.ants.edu/jobs. Employing a field education student requires such a high level of investment from ministry settings that it is important for this distinction to be clear: Having a student minister is not a time-saver for a religious organization, but it can be enriching and fulfilling and helpful to the institution in numerous ways.

A designated leader from settings that wish to be considered as potential Teaching Parishes or Teaching Sites should complete a site application, available at the ANTS field education Web site, www.ants.edu/field-education. These applications seek information about the site itself, the opportunities for ministry that could be afforded to a student there, and why the leaders in the site feel that working with a student is congruent with the organization's mission.

Teaching Parish/Site Committees (TPC)

The group that supports student learning in Field Education within the ministry context is a committee of between 4-8 individuals known as the Teaching Parish/Site Committee, or "TPC." These committees meet with students approximately once per month, for approximately two hours, to discuss the student's progress in Field Education. It is expected that different sites will adapt these expectations according to the culture and needs of the ministry setting. For example, in some organizations two hour meetings are unusual, and the TPCs in those settings schedule their time according to that with which members of the organization are accustomed. In agency settings, the model often is adapted more radically; the Field Education Program staff is available to assist with questions about shaping the model to meet students' needs in various settings.

Functions of the TPC

The main duties of the TPC are as follows:

1. Becoming trained as TPCs,
2. Participating in the selection of student ministers,
3. Orienting students to the parish or site,
4. Articulating to others in the site the nature of the field education student's appointment and duties,
5. Meeting with the student monthly for discussion and reflection,
6. Completing the TPC portions of the Learning Agreement, Mid-Year Progress Report, and Final Evaluation.

Each committee should have one chairperson, who will work with the student to prepare meeting agendas and who will act on behalf of the committee in preparing and approving program documents. It is important for students and TPCs alike to understand that field education students are primarily responsible for their learning. Although the TPC plays a crucial supporting role in student learning, and in many settings it functions like the student's "employer" as well, the student is responsible for preparing documents, meeting deadlines, and furthering processes. For example, the student has primary responsibility for preparing a learning agreement, although the TPC gives input and approves the final agreement.

TPCs receive training and support from the field education program staff. Committees may attend a training workshop in September, each year. **Each committee must have at least two trained members.** In cases of extreme distance or irrevocable conflicts, a member of the staff can offer training over the phone. TPCs also receive monthly E-mailings with updates and coaching.

The contents of TPC meetings are confidential, and members of the TPC are expected to adhere to the Ethical Conduct guidelines as described in this Handbook. During meetings, committees and students discuss technical matters, like the contract portion of the Learning Agreement, as well as reflective topics, such as theological questions. Students want and expect to receive feedback from their TPCs, as this feedback provides them with a rare opportunity to hear from “consumers” of their ministry about their gifts and growing edges. TPC members receive training on providing helpful feedback during workshops. Here are suggestions for meeting topics at particular times of year:

- September: Welcome student, begin discussion of Learning Agreement
- October: Learning Agreement
- November: Reflect with student on learning
- December: Reflect with student on learning
- January: Review Learning Agreement, write Mid-Year Progress Report TPC portion.
 - *Discern whether to continue to employ a field education student NEXT year, new or returning*
- February: Reflect with student on learning
- March: Reflect with student on learning
- April: Review Learning Agreement, write TPC portion of Final Evaluation
 - *Interview students for next year*
- May: Intentionally discuss leave-taking, publicly recognize student’s ministry, and say goodbye
 - *Select student for next year*

Stipendiary Arrangements and Expectations

Sites are expected to pay students a \$3000 stipend for their service. This helps to cover the tuition students incur for field education. In the Site-Student Covenant Form, site leaders indicate how and when the stipend will be paid to the student. It is possible to pay students via the Andover Newton Business Office, but there is no taxation benefit associated with this; the stipend is taxable.

In cases where the site cannot meet the stipend expectation, this must be spelled out in the Covenant. In such cases, the field education staff can often help students with funding from the Field Education Endowment Fund. Considering, however, that those funds are limited, and the number of students in need varies from year to year, students who covenant with sites that cannot offer the full stipend are not guaranteed assistance in any set amount. Financial determinations are made during the month of July; therefore, only students whose Covenants are submitted by June 30 are eligible for assistance.

Sites are responsible for compensating Offsite Supervisors in cases where no leader in the site is available or approved to supervise. The stipend for Offsite Supervisors is \$1750 for the year, payable directly to the supervisor. Financial assistance is available to sites who need financial help toward offering this stipend, but, again, such funds are limited and granted only on a case-by-case basis.

SUPERVISORS

Becoming a Field Education Supervisor

Supervisors submit applications along with their Site's application to become a Teaching Parish or Site. Ordinarily, Field Education Supervisors are pastors, executive directors, or other leaders in religious organizations. It is most typical for students in parish settings to be supervised by the pastor; in non-parochial settings the supervisor would be the analogous executive leader. Occasionally, a volunteer supervisor other than the executive leader from within the organization will apply to serve as supervisor. At other times, especially in the case of a temporary vacancy in the executive leader position, sites provide the funding for an "Offsite Supervisor." These arrangements should be negotiated in advance with the Director of Field Education.

In order to qualify for the basic course in ministry supervision, the proposed supervisor must have a Master's degree in a theological discipline. Exceptions are made, based on related training or experience, on a case-by-case basis.

Expectations

Field Education Supervisors meet with students weekly during the Field Education year, early September through early May with three negotiated vacation weeks, for the purpose of theological reflection (see "Student" section for more information on supervision and theological reflection). Weekly meetings should last one hour, and they should use written theological reflections and the supervisors' responses as the basis for conversation. Staff meetings and other communication related to ministry tasks should take place at a separate time. Supervisory sessions should take place in a private space, honoring students' confidentiality while also adhering to appropriate safe church guidelines where appropriate. Supervisors must adhere to the Ethical Conduct guidelines described in this Handbook.

Training

All supervisors must take a basic course concurrently with their first supervisory year. The course, Foundations in the Theory and Practice of Ministry Supervision (CMFE 721/821Y), meets twelve times over the course of the academic year, or approximately every three weeks. In order to successfully complete the course and be approved as a supervisor on an ongoing basis, participants must attend all sessions, barring emergencies or illness; complete course assignments on time and participate in course activities; and meet all requirements and expectations related to supervising field education students.

In subsequent years, with each Field Education student, the supervisor must participate in one of several continuing education options for approved and continuing supervisors. The Field Education Program leaders believe that ongoing training helps supervisors to maintain thoughtful and reflective practices in their supervision, stay connected with the seminary, and draw resources from colleagues. Supervisors may request waivers of this requirement if they are participating in analogous colleague groups where they find these forms of support.

Offsite Supervisors

On occasion, Teaching Parishes or Sites cannot provide an approved supervisor to students, or proposed supervisors are not approved by the Field Education Program staff. In such cases, Teaching Parishes and Sites may request that their student be matched with an “Offsite Supervisor,” or an approved supervisor who can meet with the student weekly for theological reflection. In such cases, the site’s executive leader serves as the “task coordinator” who works with the student on-site in his or her ministry service. The task coordinator plays no official role in the field education process but has oversight of the student’s tasks.

Approved Supervisors Continuing Education

Approved supervisors who have already taken an introductory course in the ministry of supervision have been equipped with theoretical and practical knowledge to help supervise ministry students. In order to continually build upon that foundational knowledge- fostering theologically reflective supervision and maintaining active contact between the seminary and its partner supervisors- a number of continuing education options are available. *All approved, continuing supervisors who are working with a student must participate in continuing education concurrently with supervision*

THE FIELD EDUCATION PROGRAM STAFF

Team Roles and Responsibilities

The Field Education Program staff includes the following members:

- The Rev. Dr. Bruce P. MacLeod Transitional Director of Field Education at Andover Newton.
- Kathryn W. Windsor, Associate. Ms. Windsor serves half-time as the co-leader of the Field Education Program.
- Paula C. Spies, Administrator. Ms. Spies manages administrative processes related to the Field Education and other programs at Andover Newton.

Dr. MacLeod, Ms. Windsor, and Ms. Spies work as a team and communicate regularly about site, supervisor, and student needs. Dr. MacLeod and Ms. Windsor are considered to be members of every “circle of confidentiality” among partners. Whereas it is not considered appropriate for a Supervisor to contact, for example, the TPC chairperson about a troubling issue raised by the student in supervision, it is permissible – in fact, encouraged – for supervisors to consult with the Director or Associate when in need of coaching or support.

The following guide describes the appropriate team member to approach with particular questions, but any member of the team is happy to assist when needed.

- Student concerns: MacLeod and Windsor
- Field Education-related courses, including P3: MacLeod
- Training and supporting TPCs: Windsor
- Processing program documents: Spies
- New student intake process: Windsor and MacLeod
- Offsite supervisors: Windsor and MacLeod
- New sites: MacLeod and Spies
- Supervisor training and continuing education: Windsor and MacLeod
- Representing the Field Education Program at meetings or events: MacLeod and Windsor
- Adjudicating exceptions to Field Education requirements: MacLeod

Contact Information

Bruce MacLeod, bmacleod@ants.edu, 617-831-2373

Kathryn Windsor, kwindsor@ants.edu, 617-831-2365

Paula Spies, pspies@ants.edu, 617-831-2433

Field Education Site-Student Covenant

Please complete this document, retain copies, and give the original to the Field Education Office (Worcester 210) when the student and the site have agreed to work together. It must be submitted *before* the beginning of the semester when the student will begin his or her service.

Student: _____

Student Address, Phone, and E-Mail: _____

Site Name: _____

Site Contact (either TP/SC Chair OR Supervisor): _____

Site Contact Address, Phone, and E-Mail: _____

The student will serve in Field Education at this site for the 2010-2011 Academic Year.

Start Date: _____

End Date: _____

Please select one and complete information where needed:

- The site will meet the stipend expectation set by the Andover Newton Field Education Program of \$3,000 (taxable) for the academic year. It will do so in installments of \$_____ per (circle one) week/month/semester, beginning on (date) _____.
- The site will pay the student's (taxable) stipend of \$3,000 via the Andover Newton Business Office (this is a special arrangement that must be negotiated with the Field Education Program).
- The site cannot meet the expected \$3,000 stipend, but rather will pay the student \$_____. It will do so in installments of \$_____ per (circle one) week/month/semester, beginning on (date) _____.
- The site cannot offer the student a stipend.

Signatures

Student

Date

Site Contact Person

Date

Syllabus for P3 Section

Course Description

It is the belief of the Faculty at Andover Newton Theological School that all courses students pursue in seminary are relevant to ministry. The best way for students to grasp the ministry implications of the subjects they study is through the immediate application of theoretical concepts to the work of ministry. This assists them both in their retention of theory and in their ministerial practice. The Professor-Practitioner Program (P3) is designed to help students to make connections between the courses they take on the Hill and the learning they experience in the field.

P3 courses are taught by full-time Faculty members. Resident Ministry Practitioners (RMPs) “co-teach,” with the special role of articulating the ministry implications of course material. In addition, RMPs lead 90-minute break-out sessions for students pursuing Field Education, either before or after the P3 course’s meeting time. These break-out sessions, or “P3 Sections,” include no more than eight students. All field education students must take one P3 course concurrently with their required first two semesters of field education.

P3 falls under the auspices of Andover Newton’s Field Education Program. Please feel free to contact the leaders of that Program (Bruce MacLeod, Kathryn Windsor, or Paula Spies) with any questions or concerns about P3.

Expectations of Students

Students in the P3 Section will create a covenant together that will set guidelines for participation in the Section. In order to receive a satisfactory grade for the course, however, students must also comply with these standards:

- They must attend all sessions. Students are permitted no more than two excused absences from the P3 Section. An absence is considered excused if the student contacted the RMP (or, in an emergency, the Director of Field Education, Bruce MacLeod) in advance of the session to be missed and presented a reasonable medical, professional, or personal excuse.
- They must present Integration Exercises on a rotating schedule for the group (see P3 Section Activities).

P3 Section Activities

Each P3 Section follows roughly the same format, although RMPs bring their own leadership style to the group. Similarly, groups vary in the way in which they work together, so students should expect that the format described here will begin to take on its own shape as the semester gets underway.

Checking in

The first portion of the P3 Section meeting time should be devoted to checking in. The “ground rules” of check-in should be established on the group’s first day together by creating a group covenant. In creating this covenant, students should express what they feel they need to share freely and openly.

RMPs facilitate check-in. First, each student should take no more than three minutes to share with others what they are experiencing in field education. Facilitators should give students a subtle but mutually-understood hand signal when their time is up. After each student speaks, uninterrupted, there should be a pause before the next person speaks. This honors what has been said and helps each student to listen fully, rather than thinking anxiously about what they will say next. Students who do not wish to speak should feel free to pass. In their comments, students should refrain from lifting up anything said by anyone else; this first round is their own, not a time to agree or contend with others’ comments.

After each has shared briefly, the group may converse together for an additional 10-15 minutes. The contents of this section of check-in should include:

- Asking questions of clarification or in order to expand mutual understanding,
- Noting a point of learning,

- Picking up a thread from one person’s comment and taking it in another direction, and
- Lifting up ministry themes that emerged from sharing.

During the conversation, students and the facilitator alike should refrain from:

- Problem-solving,
- Giving unsolicited advice or suggestions, or
- Commenting on how another person should or should not feel about an event or situation.

Integration Presentations

After check-in (about 45 minutes), students will alternate presenting to one another where they see intersections between the P3 course and their ministry experiences in the field (an additional 45 minutes). Students presenting will come to class having completed the Integration Exercise (next section) and prepared copies for the whole group. After a brief presentation (no more than 10 minutes) the RMP will, again, facilitate discussion. During that discussion, the RMP will function as coach and mentor, placing the student’s presentation and the group’s conversation into a wider ministry context. Students will play a similar role for each other, helping one another to see the wider implications of the integrative issue the presenting student is sharing with the group.

RMPs and students alike should avoid providing “answers” to the problems students present, especially when doing so focuses the conversation upon the responder instead of upon the ministry issues presented. Responders should not, however, leave their experiences outside the conversation, as they can normalize and broaden students’ perspectives by sharing from their lived experiences and wisdom. Striking a balance between sharing and projecting is likely to take time and practice.

Integration Exercise

Students prepare an exercise using this format in anticipation of their P3 Section presentation. It is meant to be brief—NO more than one page—in order to provide a basis for conversation with the whole group. The exercise is meant to begin, not complete, the process of integrating theory and practice for ministry.

<p><i>Description of Salient Concept from the P3 Course:</i></p> <p>In this section, students write one or two paragraphs about a concept from the P3 course that has resonance in students’ ministry experience.</p>	<p><i>Description of Ministry Event, Experience, or Dilemma:</i></p> <p>In this section, students briefly describe:</p> <ul style="list-style-type: none"> • The backdrop of a certain happening in ministry, and • The basic characteristics of the event, experience, or dilemma under scrutiny.
<p style="text-align: center;"><i>Integration of Concept and Event:</i></p> <p>In this section, students reflect upon the intersecting points of the concept (left column) and the event (right column).</p>	

Credit and Grading

The P3 Section is graded CREDIT/NO CREDIT and carries 1.5 credits. For students in their first year of Field Education, this course meets the CMFE (Church & Ministry: Field Education) requirement. In subsequent semesters, it may count as either an upper-level floating requirement in Ministerial Practice or as an elective.

Name: _____ Site: _____

**Andover Newton Field Education Program
Learning Agreement**

This document describes the learning covenant that the student in field education makes with his or her place of ministry. Its preparation should include input from a number of partners, including those listed here as well as the student's academic advisor, denominational mentors, and others who can advise the student on appropriate learning goals. The Learning Agreement provides structure to the student's time in ministry and is the basis upon which the student's work is assessed.

Part I: Participants

Student:

Name: _____ Degree and Year: _____

Address: _____

Phone Number(s): _____

Email: _____

Supervisor:

Name: _____

Training or Continuing Education Option: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email: _____

Church/Agency:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email: _____

TP/SC Chair:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email: _____

Part II: Plan for Learning

In a separate document, please address the following topics.

Learning Goal (1):

Make a focused, inclusive statement of the *learning goal* with which you approach this year in field education. The statement may be grandiose in nature—more than could be accomplished in a year—and should paint with a broad brush that which the student hopes to accomplish.

Learning Objectives, Tasks, and Resources (3-5):

What, specifically, do you want to learn during this year? Each learning objective should stem directly from the Learning Goal. Each objective should be followed by a set of tasks that will assist the student in meeting the learning objective, as well as the resources that will make these tasks possible.

Part III: Contractual Agreements

It is required that supervision take place for one hour each week and that the TPC meet for approximately two hours per month from September through May. In general, tasks occupy about 8 hours of the student's time, and preparation approximately five hours. Since special events require more time, this weekly schedule may require adjustments so that the student averages no more than 15 hours a week. *If student will be participating a border crossing trip, a later end date should be agreed upon.*

Schedule for the Year:

Start Date: _____ End Date: _____

Vacation Time:

3 weeks during program year, not taken consecutively. School breaks are not assumed vacation periods.

1. From: _____ to: _____

2. From: _____ to: _____

3. From: _____ to: _____

Weekly Schedule:

EVENT	DAY OF WEEK	LOCATION	TIME	HOURS
1. Preparation				
2. Tasks (see below)				
3. Supervision (individual, with supervisor)				1
4. Teaching Parish Committee (usually meets monthly, but show weekly average)				0.5
5. Staff Meeting				
6. On-the-job-travel (not commuting) (reimbursement for non-commuting miles required; use staff rate)				
TOTAL HOURS per week (15 unless special arrangements are made)				

Description of Tasks:

Refer to the tasks outlined in Part II. List tasks here, and attach to each a day, time, and duration that describes when this task will be accomplished.

This agreement may be renegotiated to include reasonable changes. In rare instances, the parties involved may consider terminating the Learning Agreement. In such cases, a joint meeting must take place between the supervisor, TP/SC chairperson, Director of Field Education or Associate in Field Education, and the student.

Part IV: Signatures

1. Student's Signature:

Date:

2. Supervisor's Signature:

Date:

3. TP/SC Representative's Signature (if ANTS site):

Date:

Template: Theological Reflection Essay

Students should submit reflections to their supervisors every week when not on vacation from field education. They should be submitted early enough for supervisors to comment on and return them in advance of the supervisory hour; emailing reflections can facilitate this process. Some Integrative Seminar Leaders may ask students to submit the same reflection to them. The following format is suggested:

Name:	
Reflection for week of:	
Student Reflection (student's reflective essay)	Supervisor's Comments (readers' comments)

Mid-Year Progress Report Signature Sheet

This page should be used as a cover sheet for the Mid-Year Progress Report. By signing this sheet, participants in student learning signify that they not only have submitted a narrative report **but read other parties' reports**. Students should keep a complete photocopy of this entire document for their records.

Signatures before Submission

Student Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Supervisor Name (Printed) _____

Email Address: _____

Signature _____ Date _____

TP/SC Chair Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Field Education Setting (include site's name and address):

Signature after Submission:

Field Education Program Director/Associate Date

Field Education Mid-Year Progress Report

While field education provides multiple opportunities for feedback and evaluation, the midpoint of the academic year is a time for structured review of progress. Through a formal examination of the first semester’s work, all participants in student learning – the student included – have the opportunity to celebrate accomplishments, revisit goals, and rectify shortcomings.

The mid-year progress report should not contain surprises! It is important to address serious concerns as they arise, rather than presenting them for the first time in writing. The Field Education Program staff recommends the following steps toward completing the report:

- December: During regularly scheduled meetings, revisit the Learning Agreement and discuss progress in light of learning goals.
- Early January: The student, supervisor, and TP/SC write reports and share them with one another.
- Late January: The student circulates all narrative reports and has participants sign the signature sheet.
- **BY February 8:** All documents must be submitted to Worcester Hall, Office 210.

The following table is provided **as a guide** for writing reports, which each should be around one single-spaced page.

The Student	The Supervisor	The TP/SC
<ol style="list-style-type: none"> 1. Describe growth related to Learning Agreement goals 2. Describe your work with your supervisor on tasks and theological reflection 3. Discuss how your theology is taking shape through your ministry 4. Reflect on the site’s effectiveness as a learning environment 5. Describe your work with the TP/SC 6. Suggest some areas for future growth 	<ol style="list-style-type: none"> 1. Describe the student’s performance and growth in relation to Learning Agreement goals 2. Describe your work with the student on both tasks and theological reflection 3. Discuss how the student’s theology is finding expression in his or her ministry 4. Reflect on the site’s effectiveness as a learning environment 5. Report on your own development as a supervisor through Foundations or continuing education 	<ol style="list-style-type: none"> 1. Describe the student’s performance and growth in relation to Learning Agreement goals 2. Describe your working relationship with the student and each other 3. Reflect on the site’s effectiveness as a learning environment 4. Suggest ways in which ANTS can further support your work with the student

Field Education Final Evaluation 2010-2011

The Final Evaluation represents the culmination of a learning community’s year of work together. A copy of it will remain in the Field Education Program files for five years, and an additional copy will be filed with student’s permanent academic records in the Registrar’s Office.

Approximately four weeks before the year’s end, partners in field education should take time to review students’ Learning Agreements, Mid-Year Progress Reports, sermons, program reports, and other relevant documents. Supervisors and students should review theological reflections.

Partners should schedule intentional conversations about the year’s learning and growth, after which time each partner will prepare a written report of approximately 500 words. The following table is provided as a guide for writing reports.

The Student	The Supervisor	The TP/SC
<ol style="list-style-type: none"> 1. Describe your progress vis-à-vis the goal and objectives set forth in the Learning Agreement. 2. Describe your growth in ministry throughout this year, especially related to your <i>confidence</i> and <i>authenticity</i> as a minister. 3. Discuss how your theology took shape through your ministry 4. Reflect on the site’s effectiveness as a learning environment: Were you afforded a wide range of experiences? Were you given meaningful feedback – both critique and affirmation? Did your site express joy in working with you? 5. Suggest some areas for your future growth. 	<ol style="list-style-type: none"> 1. Describe the student’s progress vis-à-vis the goal and objectives set forth in the Learning Agreement. 2. Describe the student’s growth in confidence and authenticity in his or her ministry. 3. Describe your student’s growth in theological and vocational clarity. 4. Reflect on the site’s effectiveness as a learning environment (see #4, Student column). 5. Suggest some areas for the student’s future growth. 6. Report on your own development as a supervisor, especially related to Foundations or continuing education. 	<ol style="list-style-type: none"> 1. Describe the student’s progress vis-à-vis the goal and objectives set forth in the Learning Agreement. 2. Describe the student’s growth in confidence and authenticity in his or her ministry. 3. Reflect on the site’s effectiveness as a learning environment (see #4, Student column). 4. Suggest some areas for the student’s future growth. 5. Report on your TP/SCs work together.
<p>All: Please offer general comments, feedback, and suggestions to the leaders of the Field Education Program.</p>		

Final Evaluations, with cover sheets (see next page), must be submitted to the Field Education Program Office (Worcester 210) **on or before May 10, 2010**. Electronic copies are not sufficient. Students will not receive a passing grade for CMFE 601(701/2/3) Y without these reports.

Final Evaluation Cover Sheet

This page should be used as a cover sheet for Final Evaluations. By signing this sheet, participants in student learning signify that they not only have submitted a narrative report **but have also read other partners' reports**. Students, please keep a copy of this sheet and the entire Final Evaluation for your records.

Signatures before Submission

Student Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Supervisor Name (Printed) _____

Email Address: _____

Signature _____ Date _____

TP/SC Chair Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Field Education Setting (include site's name and address):

Signature after Submission:

Field Education Program Director/Associate Date