Church Divinity School of the Pacific

Field Placement Program

# Leadership for Ministry Field Placement Learning Covenant

*To be completed by student and supervisor and submitted to Caroline McCall, Director of Field Education*

***Students and Supervisors are strongly encouraged to begin discussing learning goals several weeks before the start of the relevant semester***

***Final signed versions of the form must be submitted no later than the end of the first week of classes each semester.***

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Diocese \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list the agreed upon days and times that the seminarian will be present at the placement site (averaging 5-6 hours per week). Note special liturgical events as well as regular hours.

List vacations and other agreed-upon time away.

Provide the dates and times for supervisory meetings between the seminarian and the supervisor (a **minimum** of five meetings per semester)

**End of Semester evaluations, including the student self-assessment and supervisor’s assessment must be signed and submitted to the Director of Field Education no later than one week after the end of the semester.**

This Leadership for Ministry Learning Covenant is accepted by:

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Setting Expectations for the Leadership for Ministry Placement Experience.

*Please note that this placement is distinct and quite different from the Field Education placement.* Students in Leadership for Ministry have already completed Field Education I and II during which they spent 8-10 hours per week at a placement site and gained a broad view of ministry and leadership at the particular site. Leadership for Ministry placements require 5-6 hours per week devoted to ministry in the placement organization. The Leadership for Ministry student and their supervisor are expected to jointly agree on specific areas of focus for the student’s time, which should include opportunities to lead[[1]](#footnote-1) in the placement site. These areas of focus, and associated goals should be informed by at least three considerations:

1. The student’s need or desire for practical experience and formation as a leader in specific areas of ministry
2. The specific attributes of and opportunities available at the placement site
3. The topics on which students choose to write their required theological reflection papers.

Related to #3 above, each student must write four theological reflection papers during each semester of the class (a total of eight papers during the academic year). Each paper must be focused on understanding theology in practice as expressed an area of ministry at the placement site. Given these assignments, students may wish to set goals in one or more of these areas, allowing them to spend more time exploring both the practical and theological aspects of that ministry area. Examples include

|  |  |  |
| --- | --- | --- |
| * + Liturgical planning   + Pastoral care   + Christian formation   + Communications   + Community engagement and/or social action | * + Outreach   + Community life Membership and incorporation   + Evangelism   + Finances/Budget | * + Stewardship   + Governance   + Change efforts   + Lay (or volunteer) leadership   + Personnel/Team Management |

**Please initial this page indicating your agreement to the specific goals and activities documented below**

**Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Each student in Leadership for Ministry must define learning goals in a minimum of two categories each semester and have a minimum of three learning goals across those categories. Categories for learning goals are: (1) Liturgical Leadership and Preaching, (2) Administration and Management, (3) Christian Formation, (4) Pastoral Care, (5) Mission, Outreach, and Public Leadership, (6) Other. See the related document “Developing a Learning Covenant,” available on the CDSP website, for more information on each of these categories.

**Category 1 (choose from the list above)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Goal #1:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: | Goal #2:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: |

**Please initial this page indicating your agreement to the specific goals and activities documented below**

**Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Each student in Field Education must define learning goals in a minimum of three categories each semester and have a minimum of four learning goals across those categories. Categories for learning goals are: (1) Liturgical Leadership and Preaching, (2) Administration and Management, (3) Christian Formation, (4) Pastoral Care, (5) Mission, Outreach, and Public Leadership, (6) Other. See the related document “Developing a Learning Covenant,” available on the CDSP website, for more information on each of these categories.

**Category 2 (choose from the list above)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| Goal #1:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: | Goal #2:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: |

**Please initial this page indicating your agreement to the specific goals and activities documented below**

**Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Each student in Field Education must define learning goals in a minimum of three categories each semester and have a minimum of four learning goals across those categories. Categories for learning goals are: (1) Liturgical Leadership and Preaching, (2) Administration and Management, (3) Christian Formation, (4) Pastoral Care, (5) Mission, Outreach, and Public Leadership, (6) Other. See the related document “Developing a Learning Covenant,” available on the CDSP website, for more information on each of these categories.

**Category 3 OPTIONAL (choose from the list above)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Goal #1:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: | Goal #2:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: |

**Please initial this page indicating your agreement to the specific goals and activities documented below**

**Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Each student in Field Education must define learning goals in a minimum of three categories each semester and have a minimum of four learning goals across those categories. Categories for learning goals are: (1) Liturgical Leadership and Preaching, (2) Administration and Management, (3) Christian Formation, (4) Pastoral Care, (5) Mission, Outreach, and Public Leadership, (6) Other. See the related document “Developing a Learning Covenant,” available on the CDSP website, for more information on each of these categories.

**Category 4 OPTIONAL (choose from the list above)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Goal #1:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: | Goal #2:  Rationale for this Goal:  Specific activities that will contribute to accomplishing this goal:  How you will know you have accomplished (or made progress toward) this goal: |

1. In this context, leading refers to taking accountability for initiating, organizing, and following through on specific communal activities. [↑](#footnote-ref-1)