

# St. Andrew's College Ministry Residency Second Evaluation

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## Purposes

Evaluation is a part of education and formation. The evaluation of a Ministry Residency involves three different purposes:

1. Evaluation assesses the individual student's growth in skills and vocation at each evaluation point, and whether the student can practice ministry effectively by the end of the Ministry Residency
2. Evaluation assesses the effectiveness of the theological education curriculum
3. Evaluation assesses the effectiveness of the Ministry Residency site (supervisor, Lay Supervision Team, site as a whole) in the teaching and formation of the student

St. Andrew's College requires a student's growth and effectiveness to be assessed in order to determine whether the student should be granted academic credit for the Ministry Residency as part of the requirements of the Master of Divinity degree. The student's home Presbytery requires a similar assessment to determine whether the student (candidate for ministry) is fit and ready for ministry in The United Church of Canada.

St. Andrew's College also needs to assess its curriculum on an on-going basis, in order to see if the course of study and practice meets the goals for the Master of Divinity degree, and to see if the course of study and practice can be improved. The evaluations from the Ministry Residencies form part of the data of curriculum assessment. Names of persons and places are removed before the forms are placed into the curriculum assessment file, and only St. Andrew's College faculty and people authorized by the college are permitted to see the forms.

Finally, the appropriate committees of the church need to assess whether sites and supervisors are appropriate places for high-quality learning and reflection. The evaluations from the Ministry Residencies are used for these purposes.

Your participation in the evaluation process helps College and Church better prepare ministers for the church. Thank you for giving of your time and attention.

## Process

There are four evaluations during a St. Andrew's College Ministry Residency:

1. By January 31 of the first year
2. By May 31 of the first year (THIS FORM)
3. By October 31 of the second year
4. By March 31 of the second year.

Each evaluation uses a similar process:

- The appropriate form is filled out: one copy by the student/ministry resident, one by the educational supervisor, and one by the Lay Supervision Team (LST). The faculty advisor may provide input in a letter.
- The student/ministry resident is responsible to circulate the completed forms at least THREE (3) working days ahead of the evaluation meeting to:
  - o The student/ministry resident
  - o The educational supervisor
  - o The members of the LST
  - o The faculty advisor
  - o The consultant
- The evaluation meeting, chaired by the consultant where UCC conference policy permits, is where the evaluations are discussed.
- The consultant writes a report to the appropriate UCC conference committee on the meeting
- The student/ministry resident submits final drafts of the completed forms and the consultant's report to the faculty advisor, St. Andrew's College Ministry Residency Co-ordinator, the Education and Students Committee of the student's home presbytery, and appropriate conference committee.
- There should never be a surprise at the evaluation meeting: all concerns should be noted on the forms circulated in advance.

The forms for the first and third evaluations are brief, while the forms for the second (mid-point) and fourth (final) evaluations are detailed.

## Second Evaluation

One copy to be completed by the ministry resident, one by the educational supervisor, and one by the LST

### Identification

Name of person completing form \_\_\_\_\_

Name of Ministry Resident \_\_\_\_\_

Name of Educational Supervisor \_\_\_\_\_

Name of Consultant \_\_\_\_\_

Name of Chairperson of LST \_\_\_\_\_

Name of Faculty Advisor \_\_\_\_\_

Name of Ministry Residency site \_\_\_\_\_

Date of evaluation meeting \_\_\_\_\_

### Guidelines for input

Each question is framed as a desirable skill or behaviour. Examples of expected and appropriate attitudes and practices are given beneath the question. These examples are given to help you think about how the desirable skill or behaviour is showing itself. These are only examples; other attitudes and practices may be evident.

Please be honest, clear, and specific. Use at least one illustration for each question wherever possible. While thoroughness is good, conciseness is also good: please try to balance thoroughness with conciseness.

Not every item in this second evaluation can have been developed to the same extent. The student/ministry resident's growth is affected by individual preferences, by opportunities provided in the learning site and community, and by the reflective conversations with the educational supervisor.

The student/ministry resident must attach a copy of the Learning Covenant to his/her evaluation form. The goals and activities of the Learning Covenant guide the ministry resident, the educational supervisor, and the LST in the development of the ministry resident's skills and readiness for ministry.

## Part A: Assessment of Vocational Fitness and Readiness for Ministry

This set of questions asks for an assessment of the ministry resident's vocational fitness and readiness. By the end of the residency, the student/resident MUST meet the standard expected of ordained ministry personnel of The United Church of Canada in all areas. Insufficient progress in one area could be the basis for failure or premature termination of the ministry residency. Attach additional pages if necessary.

### 1. Engages in the practice of ministry in ways that promote the well-being of individuals, the congregation(s) and him- or herself

***Examples of expected practices:***

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- Treats all with dignity and respect
  - Protects vulnerable persons
  - Requests help when necessary
  - Recognizes signs of stress within one's self and has developed abilities for coping
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### 2. Expresses a theology consistent with The United Church of Canada

***Examples of expected practices:***

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- Articulates one's own theological commitments
  - Reflects on questions of faith and practice
  - Acts in ways consistent with expressed faith
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**3. Practices ministry in ways consistent with the policies and by-laws of The United Church of Canada, and with the accepted norms of ethical practice**

***Examples of expected practices:***

- Demonstrates knowledge of UCC policies relevant to ministry personnel
- Exercises and responds to authority appropriately
- Abides by congregational policies
- Maintains personal boundaries
- Works with appropriate person(s) to remedy unethical practices

**4. Demonstrates professional behaviour and self-presentation**

***Examples of expected practices:***

- Accepts responsibility for own actions
- Maintains good working relationships
- Maintains confidentiality and privacy
- Manages conflict productively
- Demonstrates punctuality
- Attires and presents self appropriately for the situation

**5. Demonstrates the vocational awareness of an ordained minister**

***Examples of expected practices:***

- Makes statements about the meaning of ordination
- Makes statements on the history of ordination
- Reflects on current debates over the meaning of ordination

## Part B: Skills Assessment

This set of questions asks for an assessment of the ministry resident's skills in ministry. A student may successfully complete the residency with a deficiency in one or two areas, IF a plan is put in place to continue to work on the areas of needed growth. Insufficient progress in one or two areas would not normally be the sole basis for failure or premature termination of the ministry residency. Attach additional pages if necessary.

### 6. Interprets and applies biblical texts for individuals and the congregation(s)

***Examples of expected practices:***

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- Uses Scripture in effective preaching
  - Uses Scripture well in worship and ritual moments
  - Teaches/leads small groups in meaningful study of the Bible
  - Integrates biblical texts in pastoral care
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### 7. Articulates and interprets key theological concepts in relevant ways

***Examples of expected practices:***

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- Applies theological concepts in effective preaching
  - Prepares individuals and groups appropriately for sacraments and life-cycle rituals
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### 8. Interprets current congregational, UCC and wider Christian trends in terms of the history of the UCC and the broader church

***Examples of expected practices:***

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- Provides leadership to congregation in assessing current needs
  - Learns history of congregation and community
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**9. Analyzes moral problems and ethical stances for him- or herself, individuals and groups**

***Examples of expected practices:***

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- Identifies places where moral problems exist or where ethical stances are problematic
  - Explains moral/ethical issues in effective preaching
  - Stewards time as well as human and material resources
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**10. Practices ministry in ways that demonstrate understanding of the social, political, economic, and cultural dynamics of the congregation(s) and their community(ies)**

***Examples of expected practices:***

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- Demonstrates respect for the wisdom and experience of the congregation
  - Learns about the unique context of the community
  - Works effectively within ecumenical groups such as a ministerial
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**11. Reflects theologically upon circumstances, events, and issues pertaining to self and/or others**

***Examples of expected practices:***

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- Participates willingly in theological reflection with supervisor and LST
  - Develops practices of reflection such as journaling
  - Demonstrates self-knowledge and self-awareness
  - Demonstrates willingness to receive support and ministry from others
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**12. Demonstrates skills and competence for ministry leadership, in word, sacrament, and pastoral care**



***Examples of expected practices:***

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- Plans and leads meaningful worship services
  - Preaches effectively
  - Plans, organizes, and manages worthwhile educational programs
  - Provides appropriate and effective pastoral care
  - Communicates well, both in writing and orally
  - Facilitates leadership within the congregation(s)
  - Works towards a more just society and world
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## Part C: Learning Covenant Assessment

This set of questions asks for an assessment of the Learning Covenant. It is possible that insufficient progress in the vocational and/or skills areas may be due to an inappropriate or ineffective Learning Covenant, requiring an amendment. Emerging issues during the residency may also call for an amendment to the Learning Covenant. Attach additional pages if necessary.

### 13. Undertakes and assesses learning activities in ways consistent with self-direction for growth in ministry

***Examples of expected practices:***

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- Plans a realistic time-line for learning activities
  - Sees learning activities through
  - Uses assessment of activities to gain knowledge of areas for further growth
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### 14. Integrates the learning of the practice of ministry with continued learning of biblical studies, theology, church history, ethics, and pastoral ministry

***Examples of expected practices:***

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- Sets time aside for reading and learning
  - Identifies areas particularly interesting to him- or herself
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### 15. Does the Learning Covenant require amendment at this time?

Yes       No

If yes, what new goal(s) and/or learning activity(ies) should be added? Attach additional page(s). Except in the case of extreme emergent circumstances, no more than one new goal should be added.

## Part D: Additional comments

Please feel free to make any additional comments about any aspect of the ministry residency here. Attach additional pages if necessary.