

**EVALUATION**  
(to be completed by the supervisor)

**University of Dubuque Theological Seminary**  
**Field Education Office**

Student

Setting  
Supervisor

**MINISTRY ABILITIES**

For each item below, decide which of the following performance levels best describes the student's abilities. Circle the appropriate number at the left of the item.

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N	1	2	3	4
No basis for judgment	Not effective			Exceptionally effective

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**A.    *Role as Pastoral Care-Giver***

- N 1 2 3 4    **Listening** to people without personal agenda intruding
- N 1 2 3 4    **Accepting** people who are **different** from his/herself
- N 1 2 3 4    **Understanding** and discerning the needs of people and situations
- N 1 2 3 4    Respecting **confidential information** in appropriate way
- N 1 2 3 4    **Relating** to others in a friendly, positive manner
- N 1 2 3 4    Being at ease in **one-on-one relationships**
- N 1 2 3 4    Being at ease in **group relationships**
- N 1 2 3 4    Developing **trust**
- N 1 2 3 4    Responding with **empathy and resourcefulness** to people in times of need
- N 1 2 3 4    Showing **appropriate initiative** in responding to pastoral needs of persons
- N 1 2 3 4    Visiting with members in **non-crisis** situations

**B. Role as Worship Leader and Preacher**

- N 1 2 3 4 **Planning** well-coordinated worship
- N 1 2 3 4 Leading **public prayer**
- N 1 2 3 4 Using **appropriate language** in worship and preaching (e.g., grammar, inclusive language, level of abstractions, slang)
- N 1 2 3 4 Using **voice** in leading worship and preaching (volume, clarity, inflection)
- N 1 2 3 4 Using **body gestures** appropriately
- N 1 2 3 4 Interpreting **biblical text** faithfully in sermons
- N 1 2 3 4 **Organizing** sermons with clarity
- N 1 2 3 4 Using **illustrations** in sermons
- N 1 2 3 4 Making sermons **relevant** to the needs of the people
- N 1 2 3 4 Demonstrating **poise** and **personal comfort** in role of worship leader/preacher

**C. Role as Teacher**

- N 1 2 3 4 **Involving learners** in the educational process
- N 1 2 3 4 Setting clear **goals and objectives**
- N 1 2 3 4 Selecting concepts appropriate for **learners' ages and needs**
- N 1 2 3 4 **Sequencing** teaching activities in a logical order
- N 1 2 3 4 **Communicating** Christian beliefs to persons of various age levels
- N 1 2 3 4 Using appropriate variety of **teaching methods**
- N 1 2 3 4 Using well-stated **questions** to stimulate learning
- N 1 2 3 4 Leading **group discussions** in a purposeful way
- N 1 2 3 4 Creating an appropriate **physical environment** for teaching

**D. Role in the World**

- N 1 2 3 4 **Identifying and analyzing** social or community issues
- N 1 2 3 4 **Relating biblical and theological insights** to community/world issues

- N 1 2 3 4 **Developing** strategies for social change
- N 1 2 3 4 **Enabling members** to become aware of and participate in the ministry of the congregation to the community and world
- N 1 2 3 4 **Integrating concern** for personal faith/ethics with concern for social justice
- N 1 2 3 4 **Identifying** with and caring for needy persons in the community
- N 1 2 3 4 Relating the Christian faith to **persons outside the church**
- N 1 2 3 4 **Utilizing the resources** of the church to deal with social issues or community problems

**E. Role as Leader and Administrator**

- N 1 2 3 4 **Supporting** the total ministry of the congregation with enthusiasm and a cooperative spirit
- N 1 2 3 4 Communicating in an **open, honest, and straightforward** manner
- N 1 2 3 4 **Analyzing** the congregation's formal and informal **decision-making** processes
- N 1 2 3 4 Exercising **authority** in appropriate ways
- N 1 2 3 4 Accepting and learning from **criticism**
- N 1 2 3 4 Dealing constructively with **conflict**
- N 1 2 3 4 Empowering **lay leadership**
- N 1 2 3 4 Making **positive contributions** in working with groups and committees
- N 1 2 3 4 **Planning** and **developing** programs
- N 1 2 3 4 **Implementing** programs
- N 1 2 3 4 **Evaluating** programs
- N 1 2 3 4 Demonstrating a positive, constructive attitude about the **denomination**

**F. Personal Work Habits**

- N 1 2 3 4 Developing disciplines for **spiritual growth**
- N 1 2 3 4 **Managing time** for study, work, family/friends, and self



**B5**

modest	quick to act	economical	flexible
trusting	self confident	practical	socially skillful
cooperative	seeks change	factual	tactful
idealistic	persuasive	tenacious	enthusiastic
helpful	forceful	steadfast	dealing
receptive	competitive	thorough	inspiring
responsive	risking	methodical	animated
loyal	persistent	detailed	negotiating
urgent	analytical	fun	appropriate

- D. How do you evaluate the student's sense of "**call to ministry**" at this point in her/his pilgrimage?

E. Please summarize what you perceive to be the student's greatest **strengths** for ministry?

F. Please identify and comment on any area in which the student needs further **growth**. What new insights, knowledge, or skills does he/she need to develop before ordination?

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This concludes the supervisor's section of the final evaluation. **The remaining sections should be collected from the student and lay committee (if applicable) after completion. Once you have compiled all parts, you and the student should meet to review and discuss the entire evaluation.** Both you and the student are given an opportunity to comment on the evaluation on the signature page. Each of you is asked to acknowledge your review of the evaluation by signing that page.