**FINAL EVALUATION**

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

 **Pittsburgh Theological Seminary**

 **Office of Field Education**

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 5**

No basis for Not effective Marginally Acceptably Above average Exceptionally

 judgment effective effective effectiveness effective

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

 N 1 2 3 4 5  **Listening** to people **carefully,** without personal agenda intruding

 N 1 2 3 4 5  **Accepting** of people who are **different** from him/herself.

 N 1 2 3 4 5  **Understanding** and discerning the needs of people and situations

 N 1 2 3 4 5 Respecting **confidential information** in appropriate way

 N 1 2 3 4 5  **Relating** to others in an attentive, positive manner

 N 1 2 3 4 5 Being at ease in **one-on-one relationships**

 N 1 2 3 4 5 Being at ease in **group relationships**

 N 1 2 3 4 5 Building **trust** with individuals and groups

 N 1 2 3 4 5 Responding appropriately, i.e. with **empathy and resourcefulness, etc.**  to people in times of need

 N 1 2 3 4 5 Showing **appropriate initiative** in responding to pastoral needs of persons

 N 1 2 3 4 5 Visiting with members/clients/patients in **non-crisis** situations

***B. Role as Worship Leader and Preacher/ Organizational Communicator***

 N 1 2 3 4 5  **Planning** well-coordinated worship/presentations, and/or media

 N 1 2 3 4 5 Leading **public prayer**

 N 1 2 3 4 5 Using **appropriate language** in worship, preaching and/or presentations (e.g., grammar, inclusive language, level of abstractions, slang)

 N 1 2 3 4 5 Using **voice** in leading worship, preaching, and presenting (volume, clarity, inflection)

 N 1 2 3 4 5 Using **body gestures** appropriately

 N 1 2 3 4 5 Interpreting **biblical text** faithfully in sermons and presentations.

 N 1 2 3 4 5  **Organizing** sermons/presentations/communication pieces with clarity

 N 1 2 3 4 5 Using **illustrations** in sermons/presentations/and other materials

 N 1 2 3 4 5 Making sermons/other communications **relevant** to the needs of the people

 N 1 2 3 4 5 Demonstrating **poise** and **personal comfort** in role of worship leader/preacher/organizational communicator

***C. Role as Teacher***

 N 1 2 3 4 5  **Involving learners** in the educational process

 N 1 2 3 4 5 Setting clear **goals and objectives**

 N 1 2 3 4 5 Selecting concepts appropriate for **learners' ages and needs**

 N 1 2 3 4 5  **Sequencing** teaching activities in a logical order

 N 1 2 3 4 5  **Communicating** Christian beliefs to persons of various age levels

 N 1 2 3 4 5 Using appropriate variety of **teaching methods**

 N 1 2 3 4 5 Using well-stated **questions** to stimulate learning

 N 1 2 3 4 5 Leading **group discussions** in a purposeful way

 N 1 2 3 4 5 Creating an appropriate **physical environment** for teaching

***D. Role in the World***

 N 1 2 3 4 5  **Identifying and analyzing** social or community issues

 N 1 2 3 4 5  **Relating biblical and theological insights** to community/world issues

 N 1 2 3 4 5  **Developing** strategies for social change

 N 1 2 3 4 5  **Enabling members** to become aware of and participate in the ministry of the congregation to the community and world

 N 1 2 3 4 5  **Integrating concern** for personal faith/ethics with concern for social justice

 N 1 2 3 4 5  **Identifying** with and caring for needy persons in the community

 N 1 2 3 4 5 Relating the Christian faith to **persons outside the church**

 N 1 2 3 4 5  **Utilizing the resources** of the church/agency/organization to deal with social issues or community problems

***E. Role as Leader and Administrator***

 N 1 2 3 4 5  **Supporting** the total ministry of the congregation/agency/organization with enthusiasm and a cooperative spirit

 N 1 2 3 4 5 Communicating in an **open, honest, and straightforward** manner

 N 1 2 3 4 5  **Analyzing** the congregation's/agency’s/organization’s formal and informal **decision-making** processes

 N 1 2 3 4 5 Exercising **authority** in appropriate ways

 N 1 2 3 4 5 Accepting and learning from **criticism**

 N 1 2 3 4 5 Dealing constructively with **conflict**

 N 1 2 3 4 5 Empowering **lay leadership**

 N 1 2 3 4 5 Making **positive contributions** in working with groups and committees

 N 1 2 3 4 5  **Planning** and **developing** programs

 N 1 2 3 4 5  **Implementing** programs

 N 1 2 3 4 5  **Evaluating** programs

 N 1 2 3 4 5 Demonstrating a positive, constructive attitude about the **denomination**

***F. Personal Work Habits***

 N 1 2 3 4 5 Developing disciplines for **spiritual growth**

 N 1 2 3 4 5  **Managing time** for study, work, family/friends, and self

 N 1 2 3 4 5 Being **dependable**

 N 1 2 3 4 5 Being **prepared**

 N 1 2 3 4 5 Setting realistic **work objectives**

 N 1 2 3 4 5  **Fulfilling** responsibilities

 N 1 2 3 4 5 Working under **pressure**

 N 1 2 3 4 5 Being **punctual** and keeping appointments

 N 1 2 3 4 5  **Dressing appropriately** and neatly

 N 1 2 3 4 5 Observing **etiquette** appropriate to the setting

**GENERAL ASSESSMENT**

**Please provide substantive responses to the next six [6] questions on a separate page(s) and attach to this form. Include example and illustrations when appropriate. This section is available as a Word document on the PTS website (pts.edu) for your convenience in typing your responses.**

1. Describe the student’s general temperament/disposition as he/she has been experienced in your ministry setting, (e.g., angry, nervous, confident, thoughtful, casual, careless, serious, joyful, warm, etc.), and the student’s ability to reflect meaningfully on his/her presence in caregiving and other ministry situations.
2. What aspect of the context or his/her assigned responsibilities did the student seem to find most challenging – and how did she/he deal with that challenge?
3. Evaluate the student’s ability to engage in theological reflection during your supervisory sessions, noting ways in which he/she has (or has not) made explicit connections between the ministry setting and his/her seminary studies.
4. Please reflect on the student’s “call to ministry” at this point in his/her pilgrimage. How has this field experience contributed to his/her emerging sense of pastoral identity?
5. What do you believe are the student’s greatest strengths for ministry? Please comment on those areas in which the student would benefit from further growth, i.e. what new insights, knowledge, skills or theological understandings does she/he need to develop before completing her/his studies and/or ordination?
6. Based upon your assessment of the student’s current level of psychological and spiritual maturity and personal integrity, please comment on the degree of “match” between how the student perceives him/herself and how you and others experience him/her.
7. Please assess the student's leadership style by circling the words below that best describe him/her.

 thoughtful directing reserved adapting

 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

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This concludes the supervisor's section of the final evaluation. Once you have received the student’s form, 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.