

MARL

Field Placement Learning Covenant

Chicago Theological Seminary

Part 1 – Site Confirmation

This page must be submitted to the Director of Theological Field Education no later than the last day of the spring semester.

Student _____

Phone and Email _____

Academic Advisor _____

Placement Site _____

Site Supervisor _____

Site Address _____

Site Phone Number _____ **Site email** _____

Site Web Address _____

Student Signature _____ **Supervisor Signature** _____

You are strongly encouraged to use the form on pages 28-29 as you identify your professional development goals; if you would like an additional Microsoft Word version that you can work with, the Director of Theological Field Education will be glad to provide it, or you can download it from the field education page on the CTS website. If you prefer to use a different written format, you are welcome to do so – but please be certain that it addresses all of the necessary elements: 1.) professional development goal; 2.) tasks/actions; 3.) resources; 4.) methods of assessment.

Part 2 – Professional Development Goals

The Goals and Competencies of the MARL degree are:

- Demonstrate knowledge of, and the ability to engage for religious leadership, biblical, historical, and religious traditions.
- Demonstrate understanding of the dynamics of personal, social and organizational transformation and their relevance for the practices of religious leadership
- Demonstrate integration of texts and traditions or theology, understanding of at least one theory of change, understanding of context, and practice of religious leadership.
- Communicate effectively, orally and in written form, both interpersonally and publicly.

Please name **a minimum of 3** professional development goals you would like to focus on during the year, connecting them to at least 3 of these areas of competency. Your goals are particular to **you**, and should connect to the issue that you are focusing on for your Capstone Project, so you might begin by asking yourself some questions – *what would help you to address this issue? how would you like to develop personally/professionally? are there things you must learn about, in preparation for a specific leadership role? what gifts do you have to offer? in what areas do you feel challenged?* And, your goals should make sense within the **context** of your field placement – *the specific tasks of ministry in your placement setting, the ways you'll be expected to contribute at your site, and the ways in which you'll have room to explore, imagine and grow as you serve there.* A parish placement will, of course, include professional development goals focused around pastoral responsibilities connected to your MARL concentration, such as worship/preaching, pastoral care, outreach and advocacy, religious education, spiritual formation, stewardship and governance, administration, etc.; while a community service or advocacy setting will involve goals that are connected to the commitments and activities of that particular organization.

The first column names the competency categories. In the second column please list your professional development goals, as they pertain to your specific field placement setting. In the third column, list the activities that will help you work toward each goal. In the fourth column, list resources that will inform your learning (books, workshops, mentors, denominational or agency resources, etc.) In the fifth column, indicate how you, your supervisor, and any other supporting bodies (e.g., a lay committee) will assess your progress towards your professional development.

It may be helpful to think of assessment in terms of how you are assessed for coursework at CTS, rather than how you are evaluated at a job. The responsible performance of the tasks of your specific ministry will of course be among the things evaluated – but in a *learning covenant*, this will necessarily be alongside such things as an overall increase in ministerial competency, openness to learning, personal/professional/vocational growth, etc. For any given goal your progress might thus be assessed through such methods as your supervisor's direct observation of your ministry (leading worship and preaching; facilitating classes and conversation; interpersonal relationships and pastoral care; initiating and following through on projects; etc.); written and spoken reflection that reflects depth/breadth of understanding and integration of theology/theory and the practice of ministry; feedback from parishioners/lay committee participants; etc.

See *Appendix D* of the MARL handbook for suggestions about creating professional development goals, and for sample learning objectives. As you consult with your supervisor to create learning objectives, please do not hesitate to consult with your faculty advisor and the Director of Theological Field Education, as well.

Describe the issue in religious leadership that will be the focus of your Capstone Project:

AREA of COMPETENCY	PROFESSIONAL DEVELOPMENT GOAL	TASKS/ACTIVITIES	RESOURCES	METHODS of ASSESSMENT
Capacity for practice in and reflection on religious leadership in context				
Knowledge of Biblical, Historical and Religious Traditions				
Personal, Social, and Organizational Transformation				
Ability to communicate effectively, inter-personally and publicly				

Part 3 – Administrative Agreement

Title student holds at Placement _____

Description of Responsibilities _____

Total hours per week: _____ Stipend (if provided) \$_____ per month

Terms of covenant: Start date _____ Ending date _____

**** N.B.:** Students are expected to abide by the start and completion dates agreed upon between the site and the student; students may not expect to exit their field placement before the end date, even if the required 400 hours have already been completed. Any alterations to the Administrative Agreement must be mutually agreed upon by the supervisor, the student and the Director of Theological Field Education at CTS. ******

Other benefits _____ Vacations _____

SUPERVISION

Name of Supervisor _____

Title or Position _____

Address _____

Phone: _____ Email _____

Schedule for planned supervision

When _____ Where _____

Schedule for Evaluation Sessions with supervisor:

Date of Mid-Point Evaluation (at **200 hours**) _____

Date of Final Evaluation (at **400 hours**) _____

What reporting mechanisms will be used? (e.g., Supervisor, Lay Committee, Council/Board, etc.)

Expectations of the Seminary

- A. The Learning Covenant is a four-way covenant among student, supervisor, academic advisor, and the Director of Theological Field Education. It is to be worked out by the student in consultation with these persons. It is understood that the covenant is a point of departure and therefore may need to be redesigned as new goals and possibilities emerge. The learning covenant is not to be broken without consultation of the parties involved.
- B. The student is to be involved responsibly in the placement for 10-15 hours per week (including a reasonable amount of travel time) for a concurrent unit (or full-time for a summer or intern unit). The student is to engage in regular, weekly supervision to reflect on his or her experience in ministry.
- C. The supervisor will make available at least one hour of supervisory time each week where the student's learning, concerns or problems are the primary agenda item.
- D. The student and supervisor will complete evaluations of the student's experience in January and May (approximately). The evaluations are to be sent to the Director of Theological Field Education at CTS, where they may be used in faculty consultations with the student.
- E. The supervisor will share in programs of interpretation and training at the Chicago Theological Seminary in order to know the expectations of the seminary and to enhance supervisory skills.
- F. The Seminary will provide support and consultation for supervisors throughout the year in the form of conferences at the seminary and visits, as needed, with the student and/or supervisor at the placement sites.

Your signature below indicates your agreement with the goals and conditions of this learning covenant, and your understanding and acceptance of the CTS sexual harassment policy.

Student

Supervisor

Academic Advisor

Theological Field Ed. Director

The Director of Theological Field Education will not sign until all revisions and other signatures are obtained. Return the original copy of this document with those signatures to the Director of Theological Field Education (Room 141), Chicago Theological Seminary, 1407 E. 60th Street, Chicago, IL 60637; Phone: 773.896.2423. Upon final approval, one signed copy will be returned to your student mailbox.