

MDiv 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 36-37 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 M.Div. Degree reflect the following 4 ways in which a student is expected to demonstrate competency:

- I. engage in **critical thinking** based in mastery of foundational theological disciplines and methods of interpretation while demonstrating an ability to apply such knowledge critically to new challenges in ways that foster the increase of justice and mercy.
- II. make **compassionate connection** with others, especially those who inhabit different cultural contexts and those who are suffering in a world stratified by social and economic class.
- III. embody **ethical-spiritual integrity** in self while promoting it in others, as one develops an authentic embodiment of faith in life through spiritual practices, liturgies, beliefs and wisdom.
- IV. undertake **concrete strategic action** that is spiritually grounded and value-rich to promote the increase of justice and mercy.

As you name **4 professional development goals** you would like to focus on during the year, you are asked to connect your goals to each of these areas of competency. Your goals are particular to **you**, so you might begin by asking yourself some questions – *what would you especially like to learn and/or experience? what would help you with vocational discernment? in what areas do you feel challenged? are there things you must learn about, in preparation for ordination/endorsement?* 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 include goals focused around pastoral responsibilities such as worship/preaching, pastoral care, outreach and advocacy, religious education, spiritual formation, stewardship and governance, administration, etc.; while a community setting will involve goals that are connected to the commitments and activities of that particular organization.

The first column names the MDiv program goals, or competency categories. In the second column please list your own professional development goals, as they pertain to your specific field placement setting. In the third column, list the strategies that will help you work toward each objective – specific tasks/activities, and helpful resources. In the fourth column, name a specific learning outcome from the MDiv program goals and outcomes (on page 2-3 of the MDiv handbook) that you feel is addressed by your learning goal. And 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 come 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 be assessed through your supervisor's direct observation of your various ministry activities; 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. You will also be given an assessment chart that you and your supervisor can use together as a "rubric" – a place to name some concrete, observable criteria that will help both of you see how you are progressing on each of your goals. See *Appendix G* for suggestions about creating professional development goals, and sample learning objectives for parish and community settings.

AREA of COMPETENCY	PROFESSIONAL DEVELOPMENT GOAL	STRATEGIES (tasks/activities and helpful resources)	What specific MDiv LEARNING OUTCOME will this goal address? *	METHODS of ASSESSMENT
Develop Critical Thinking				
Cultivate Compassionate Connection				
Promote Ethical- Spiritual Integrity				
Support Concrete Strategic Action				

* See MDiv Program Goals and Learning Outcomes, on pages 2-3 of the MDiv Handbook

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.