



## *Lay Ecclesial Formation*

### **Field Ed Evaluation Criteria**

In order that...

- the Church may be served with qualified lay ecclesial ministers,
- the pastoral ministry student may have useful feedback, and
- the School of Theology may be guided in bringing academic judgment to the participant's field education requirement,

...you, as the supervisor for this experience, are asked to provide a thorough evaluation of the participant's field education work using the attached **Supervisor's Field Education Evaluation Form**.

*The following categories and criteria detail the items on the form and are intended to serve as a helpful guide to you in filling it out.*

### **Quality of Functioning as a Lay Ecclesial Minister**

#### **Values and Attitudes**

Participants should give living witness to Gospel values in life-giving and effective ways.

Participants should be able to create a welcoming environment where people are valued for who they are and who they might become.

Participants should be aware of and show respect for cultural differences and be able to recognize and be sensitive to conflicts of values within and between cultures.

Participants should be committed to Christian ethics and morality in personal behavior as well as ministerial conduct.

Participants should take an interest in and have a concern for social problems, being able to integrate Catholic social doctrine principles

into all aspects of personal life as well as ministry.

Participants should be able to identify with the values and policies of the program, site, agency, or community where the field education experience occurs and to integrate those values and policies into their work in the field education experience.

#### **Working Relationships**

Participants should be able to establish collaboration and the ability to work within a group by exemplifying and promoting cooperation, inter-dependence and team participation.

Participants should be able to work well with diverse people, showing sensitivity to individual, group, and community needs, avoiding "scapegoating" and "triangulating," and working to dispel prejudices and cliques.

Participants should be able to work productively with those from differing value

systems, cultures, and socioeconomic conditions when required, helping to build groups of solidarity, cooperation, trust, partnership, and teamwork.

Participants should exhibit a collaborative stance toward others as appropriate, using delegation to legitimize and expand the knowledge, skills, and capacity of others within the ministry setting.

### **Work Habits**

Participants should be able to clarify expectations, plan and organize work to be done, and complete their plan.

Participants should demonstrate independent responsibility in using time well, meet schedules and deadlines, and complete tasks in a timely fashion.

Participants should show appropriate flexibility in meeting pressures, overcoming obstacles, and developing contingency plans as needed.

### **Initiative in Ministerial Practice**

Participants should show increasing initiative and independence in ministerial practice, assuming increasing responsibility and decision-making regarding assignments.

Participants should exhibit leadership in the ministerial role by being able to encourage others to complete tasks and accomplish goals.

Participants should be able to discern and assess the pastoral needs present in a given ministry setting and to recognize and articulate changes in the pastoral needs present in that setting.

Participants should be able to set goals, articulate and inspire a vision, and enlist others to bring that vision to fruitful maturity.

### **Self-Awareness as it Affects Learning and Ministerial Practice**

Participants should be self-aware and able to recognize how their own behavior patterns influence all areas of their ministerial functioning and the functioning of others within the ministry setting.

Participants should have some knowledge of their feelings, capacities, and weaknesses as those affect their ministerial behavior, and should apply this knowledge toward improving their ministerial practice.

Participants should have a realistic idea of their strengths as ministers within the specific field education setting.

Participants should have a realistic idea of those areas where they may have difficulty and where they need improvement.

Participants should be able to recognize and appropriately manage feelings and emotions that may adversely influence and impair their ministerial functioning.

Participants should be ready to direct their efforts toward gaining knowledge, skill, and practice in those areas where they may lack strength.

### **Communication**

Participants should be able to communicate clearly and appropriately with all those they encounter in the field education setting: supervisors, colleagues, and those with or to whom they minister. They should be able to express themselves well and effectively utilize any and all appropriate means of communication to accomplish their goals.

Participants should be active listeners, attending to both verbal and non-verbal communication, indicating that they are following the communication of another,

exhibiting empathy while using appropriate responding skills (e.g., paraphrasing, reflecting feelings and meanings, and summarizing).

Participants should be able to state a difference of opinion without hostility, to explain ideas with examples from personal experience, and to articulate their role and responsibilities in each situation. Participants should be able to set and maintain appropriate boundaries and defend those boundaries as needed.

Participants should be able to discern the issues involved in conflicts of needs and values and become positive partners in the management of those conflicts.

Participants should be able to give others appropriate behavior-focused feedback when called upon to do so.

Participants should make appropriate use of site forms, if required. Any summaries, reports, correspondence, or written assignments such as verbatims or case studies required in the course of the field education experience should be well organized, well written, in the required format, and completed in a timely fashion.

## Quality of Practice

### Establishment and Conduct of the Ministerial Relationship

The ministerial relationship is the medium through which help is given. It is a crucial factor throughout the ministry process and must be used appropriately depending on the particular needs of the people to whom participants are ministering. The ministerial relationship is dynamic and many faceted requiring the ability to emotionally invest oneself in another, as well as to make an effective and disciplined use of self in the process. Participants must be able to be

empathic, genuine, and respectful toward those to whom they minister.

Participants must be able to maintain confidentiality and objectivity in the ministerial relationship.

Participants should be able to recognize if and when referral of a special or difficult situation is necessary, and take effective action accordingly.

Participants should be able to identify competent resources for referral at the field education site or, if needed, in the wider community.

Participants must be able to establish an effective and responsible ministerial relationship with those to whom they minister and be able to use that relationship for the good of the recipient, with sensitivity toward and recognition of both conscious and unconscious needs in both self and recipient of ministry.

Participants should be able to relate to those to whom they minister in ways consistent with their unique pastoral needs.

Participants should be aware of their own feelings with respect to those they minister to and be able to use that awareness in serving them.

Participants must be able to avoid putting their own needs before the needs of those they minister to, except in situations where they are called upon to protect and defend their own boundaries.

### Specific Ministerial Competencies

In rating these items on the participant's evaluation form, it will be necessary to review the specific goals identified by the participant in his or her field education proposal.

Participants must have acquired the working knowledge they need to achieve their goals for the field education experience.

Participants must have acquired the skills they need to achieve their goals for the field education experience.

Participants must have achieved their goals for the field education experience or must have a workable personal plan for how those goals might yet be achieved.

### **Patterns of Learning**

Participants should show an interest in learning and a sense of inquiry.

Participants should relate well to their onsite supervisors and others in authority.

Participants should be forthcoming in their responsible use of supervision, displaying appropriate dependence/interdependence, and self-confidence.

Participants should have gained an understanding of their own learning patterns and their respective assets and liabilities.