

## **STM Field Education Assessment Method (For PT MDiv)**

### **a. Field Education (1 credit hour)**

- ✓ Minimum of 120 hours ministry time
- ✓ Maximum of 4 credit hours per year

### **b. Ministry Involvement Suggestions (Preparation time is counted in as well)**

- ✓ Teaching
- ✓ Preaching
- ✓ Worship leading
- ✓ Attending ministry committee meetings
- ✓ Pastoral Care: Home visits, hospital visits, counseling
- ✓ Outreach: Evangelism, follow up on new believers and church visitors, mission trips
- ✓ Social concern ministry
- ✓ Administration: Bulletin preparation, church document filing and accounting
- ✓ Other ministry tasks unmentioned but approved/assigned by FE Supervisor

### **c. Ministry Recording Template**

<b>Date</b>	<b>Ministry Description</b>	<b>Duration</b>	<b>Supervisor's Signature</b>

<b>Item</b>	<b>Marks</b>	<b>Description</b>
FE Seminar Attendance	10	2 seminars x 5 marks
SWOT Analysis and Reflection – to be handed in before each FE Seminar <b>(Appendix 1 – Template)</b>	20	2 papers x 10 marks
Supervisor's Assessment* <b>(Appendix 2 – Form)</b>	30	Assessment Marks x 30/45
Ministry Paper (3000 words) <b>(Appendix 3 – Rubrics)</b>	40	To tackle one main issue in FE church based on Richard Osmer's four tasks of practical theology. Video will be provided to explain Osmer's template.
<b>Total</b>	<b>100</b>	

\*The Supervisor's Assessment will be used as reference by TEE Director who is responsible of giving the final marks for the evaluation.



## Template 2 – FE Supervisor’s Assessment Form

Please ✓ / select one option only from each section.

1.	<b>Attendance and Punctuality</b>		
	<input type="checkbox"/> 1	Always absent / always late	总是缺席/总是迟到
	<input type="checkbox"/> 2	Often absent / often late	经常缺席/经常迟到
	<input type="checkbox"/> 3	Occasionally absent / occasionally late	偶尔缺席/偶尔迟到
	<input type="checkbox"/> 4	Hardly absent / Hardly late	几乎没有缺席/几乎没有迟到
	<input type="checkbox"/> 5	Always present / always punctual	每次出席/每次准时
2.	<b>Preparation work for ministry, e.g., worship leading, preaching, teaching etc.</b>		
	<input type="checkbox"/> 1	Makes no effort	毫无准备
	<input type="checkbox"/> 2	Minimal preparation	准备不足
	<input type="checkbox"/> 3	Meets average expectations	达到一般期望
	<input type="checkbox"/> 4	Adequate preparation	充足的准备
	<input type="checkbox"/> 5	Detailed and creative	细腻与创新
3.	<b>Communication Skills</b>		
	<input type="checkbox"/> 1	Makes no effort	毫无努力
	<input type="checkbox"/> 2	Weak but makes effort to improve	差但努力改善
	<input type="checkbox"/> 3	Moderate	中等的沟通能力
	<input type="checkbox"/> 4	Good	良好的沟通能力
	<input type="checkbox"/> 5	Excellent	优秀的沟通能力
4.	<b>Sociability with Congregation</b>		
	<input type="checkbox"/> 1	Avoided by others	会众避开他
	<input type="checkbox"/> 2	Tolerated by others	会众容忍他
	<input type="checkbox"/> 3	Accepted by others	会众接纳他
	<input type="checkbox"/> 4	Liked by others	受会众爱戴
	<input type="checkbox"/> 5	Well-liked by others	深受会众爱戴
5.	<b>Attitude to criticism</b>		
	<input type="checkbox"/> 1	Indifferent	不理睬
	<input type="checkbox"/> 2	Reacts negatively	不乐意接受
	<input type="checkbox"/> 3	Responsive and makes minimal effort to improve	乐意接受并稍微做出改善
	<input type="checkbox"/> 4	Responsive and makes some effort to improve	乐意接受并适度的做出改善
	<input type="checkbox"/> 5	Responsive and improves immediately	乐意接受并即刻做出改善
6.	<b>Cooperation with other co-workers (full time or church members)</b>		
	<input type="checkbox"/> 1	Unwilling to work with others	不愿意与他人合作

	<input type="checkbox"/> 2	Frequent conflict with others	时常和他人有冲突
	<input type="checkbox"/> 3	Able to work harmoniously with others	能和他人和谐的合作
	<input type="checkbox"/> 4	Brings valuable contribution to the team	为团队带来宝贵的贡献
	<input type="checkbox"/> 5	Others love to work together with him/her	他人很享受和他一同服事
<b>7.</b>	<b>Leadership</b>		
	<input type="checkbox"/> 1	Unwilling to lead	不愿意带领
	<input type="checkbox"/> 2	Tries but lacks ability	尝试但缺乏领导能力
	<input type="checkbox"/> 3	Moderate	中等的领导能力
	<input type="checkbox"/> 4	Good	良好的领导能力
	<input type="checkbox"/> 5	Excellent	优秀的领导能力
<b>8.</b>	<b>Emotional stability</b>		
	<input type="checkbox"/> 1	Gets angry easily	容易发怒
	<input type="checkbox"/> 2	Gets moody easily	情绪容易不稳定
	<input type="checkbox"/> 3	Moderate	中等的情绪自制力
	<input type="checkbox"/> 4	Good	良好的情绪自制力
	<input type="checkbox"/> 5	Excellent	优秀的情绪自制力
<b>9.</b>	<b>Spiritual habits</b>		
	<input type="checkbox"/> 1	None	没有
	<input type="checkbox"/> 2	Weak	很弱
	<input type="checkbox"/> 3	Moderate	中等
	<input type="checkbox"/> 4	Good	良好
	<input type="checkbox"/> 5	Excellent	优秀

**Total Marks:** \_\_\_\_ / 45

### Template 3 – Ministry Paper Rubrics

Component	Total Points Possible	Excellent	Good	Fair	Poor
<b>Structure</b>	<b>10</b>	Compelling thesis, introduction, and conclusion. Thoughts are expressed in a coherent and logical manner.	Clear thesis, introduction, and conclusion. Some of the thoughts are not expressed clearly enough.	No discernible thesis while introduction and conclusion are weak. Hard to follow the logic at times.	No discernible thesis while introduction and conclusion are weak. Paper is disorganized and makes little sense.
<b>Required Components</b>	<b>25</b>	All the tasks are addressed thoroughly. Viewpoints are insightful and well supported.	All the tasks are addressed adequately. Viewpoints are supported.	Some of the tasks are weakly addressed. Viewpoints are supported with flawed arguments.	Some of the tasks are not addressed or addressed minimally. Viewpoints are inappropriate or unsupported.
<b>Mechanics of Writing</b>	<b>5</b>	Competent use of written English. Uses correct punctuation, and provide exemplary documentation.	A few grammatical or spelling errors. Proper documentation provided.	Numerous grammatical and spelling errors. Weak documentation provided.	Grammatical and spelling errors throughout the paper. Weak or no documentation provided.
<b>TOTAL</b>	<b>40</b>				

