

## Supervisor's Final Report: Deaconess Studies

### Concordia Seminary, St. Louis, MO

Intern Name:		Report Date:	
Supervisor:		Start Date:	
Institution/Church		End Date:	
Full Address			

Have you shared this report with your intern in full? Choose one  
 If not, please explain your reasons.

#### THE INTERN: PERSONAL CHARACTER

From the following list of personal characteristics, circle up to ten of the qualities that you believe best identify the intern as a person. Not selecting a characteristic does not imply a deficiency on the part of the student

- |  |  |                                      |  |
|--|--|--------------------------------------|--|
| <input type="checkbox"/> Humble        | <input type="checkbox"/> Gentle        | <input type="checkbox"/> Giving      | <input type="checkbox"/> Confident     |
| <input type="checkbox"/> Mature        | <input type="checkbox"/> Hospitable    | <input type="checkbox"/> Peaceful    | <input type="checkbox"/> Energetic     |
| <input type="checkbox"/> Disciplined   | <input type="checkbox"/> Reputable     | <input type="checkbox"/> Loving      | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Dependable    | <input type="checkbox"/> Wise          | <input type="checkbox"/> Serving     | <input type="checkbox"/> Dedicated     |
| <input type="checkbox"/> Honest        | <input type="checkbox"/> Faithful      | <input type="checkbox"/> Serious     | <input type="checkbox"/> Discerning    |
| <input type="checkbox"/> Sensitive     | <input type="checkbox"/> Responsible   | <input type="checkbox"/> Empathetic  | <input type="checkbox"/> Encouraging   |
| <input type="checkbox"/> Sacrificial   | <input type="checkbox"/> Patient       | <input type="checkbox"/> Thankful    | <input type="checkbox"/> Forgiving     |
| <input type="checkbox"/> Gracious      | <input type="checkbox"/> Respectful    | <input type="checkbox"/> Trustworthy | (Other qualities)                      |
| <input type="checkbox"/> Compassionate | <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Sincere     |  |
| <input type="checkbox"/> Cheerful      | <input type="checkbox"/> Persistent    | <input type="checkbox"/> Creative    |  |

Do deficiencies in any of the above characteristics raise concerns about the student in your observation of her in the parish/institution setting?

#### THE INTERN: DIACONAL IDENTITY

Please describe the student's diaconal identity and sense of vocation in these following areas.

- 1) The student's demonstration of a devotional life centered in Scripture.
  
- 2) The student's maturity in those qualities desired in one aspiring to diaconal ministry. (e.g., servant attitude, sacrificial spirit, Christian character)
  
- 3) The student's commitment to the diaconal ministry in The Lutheran Church-Missouri Synod, including her commitment to the history and traditions of the Christian Church, Synodical practices and customs of the local congregation.

- 4) The student's ability to handle the duties of diaconal ministry in conjunction with her other personal, family and civic responsibilities.
- 5) The student's willingness to reflect upon and evaluate her readiness for entrance into diaconal ministry; the adequacy of her evaluation.

### **THE INTERN: RELATIONS TO OTHERS**

Please comment on the student's interpersonal and social skills in the following areas.

- 1) The student's application of theology, particularly Law and Gospel, to the needs of the whole person with sensitivity and skill.
- 2) The student's acceptance of and ability to relate to people based on age, social status, race, gender and culture.
- 3) The student's willingness to listen and learn from others.
- 4) The student's ability to cultivate and maintain various relationships.
- 5) The student's oral and written communication skills.
- 6) The student's appearance and social graces. Include here her general level of health and energy for diaconal ministry.
- 7) The student's reaction to conflict and constructive criticism.
- 8) The student's work with groups and congregational projects.
- 9) The student's relationships with other staff.
- 10) The student's knowledge of and involvement in the world in which she lives (e.g., informed of national and local news, interests in community affairs, responsible citizenship).

**THE INTERN: RELATIONSHIP WITH SUPERVISOR**

Describe the relationship between you and the intern, e.g. openness, guide-ability, loyalty, willingness, consideration.

**THE INTERN: DIACONAL SKILLS**

Place a check in the box that best represents your evaluation of the intern in the following categories:

**A. TEACHING**

**1. PREPARATION**

Poorly prepared lesson plans	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Well prepared lesson plans
<b>(Lesson Plan)</b>		
<b>2. TEACHING TECHNIQUE</b>		
Classes fail to motivate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently engages class in learning
<b>(Motivation)</b>		
Same approach in every class	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Employs a variety of techniques
<b>(Learning Strategies)</b>		
<b>3. CLASSROOM MANAGEMENT</b>		
Unable to maintain class environment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Maintains healthy learning atmosphere
<b>(Discipline)</b>		
<b>4. LESSON CONTENT</b>		
Fails to use Scripture correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Properly utilizes God's Word
<b>(Biblical Material)</b>		
Uses inappropriate devotional materials	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leads groups with appropriate devotional materials
<b>(Devotional Material)</b>		
<b>5. ADDITIONAL COMMENTS ON TEACHING:</b>		

**B. DIACONAL CARE**

<b>1. VISITATION</b>		
Little initiative in calling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Actively initiates visits with members
<b>(Calling)</b>		
Insensitive to needs of others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Carefully assesses needs of others
<b>(Sensitivity)</b>		
Weak in sharing Gospel	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Effectively shares Christ personally

	<b>(Relates Christ)</b>	
Lacks active listening skills	□□□/□□□/□□□/□□ □ <b>(Listening)</b>	Listens carefully to persons
Unable to offer appropriate help	□□□/□□□/□□□/□□ □ <b>(Practice)</b>	Adequately directive with people
Unable to keep confidences	□□□/□□□/□□□/□□ □ <b>(Confidentiality)</b>	Maintains confidences professionally
Does not respond to grief	□□□/□□□/□□□/□□ □ <b>(Grief support)</b>	Offers appropriate care to those experiencing loss/grief
Is uncomfortable meeting social needs	□□□/□□□/□□□/□□ □ <b>(Mercy care)</b>	Demonstrates a mature concern for the social needs of God's people
<b>2. ADDITIONAL COMMENTS ON DIACONAL CARE:</b>		

### C. LEADING DEVOTIONS

(Sunday School openings, LWML meetings, Children's messages, Nursing Home Devotions, etc...)

<b>1. Text Study</b>		
Superficial study of Biblical text	□□□/□□□/□□□/□□ □ <b>(Exegetical Study)</b>	Thorough study of Biblical text
Weak doctrinal application	□□□/□□□/□□□/□□ □ <b>(Systematic Study)</b>	Strong application of doctrinal content
<b>2. Devotion Construction</b>		
Thoughts and ideas lack coherence	□□□/□□□/□□□/□□ □ <b>(Organization of material)</b>	Thought progression carefully structured
Fails to touch lives of hearers	□□□/□□□/□□□/□□ □ <b>(Application of Text)</b>	Significant application to the whole person

3. Delivery		
Obvious discomfort	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Presence before a group)	Confidently poised
Inarticulate in delivery	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Voice/Diction)	Fluent in presenting the message
Notes detract from communication	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Style of Oral Communication)	Healthy freedom from notes
4. Law/Gospel Orientation		
Law/Gospel distinction not maintained	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Law and Gospel)	Clearly articulates Law/Gospel perspective
Inadequate focus on Gospel	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Centrality of Christ)	Christ proclaimed clearly
5. ADDITIONAL COMMENTS ON LEADING DEVOTIONS:		

#### D. ADMINISTRATION & LEADERSHIP

1. Administration		
Inefficient use of time/resources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Time Management)	Efficiently uses time/resources
Does everything herself	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Delegation)	Delegates tasks to competent others
Does not complete tasks	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Reliability)	Follows through on tasks
Lacks insights for new ideas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Creativity)	Provides new perspectives
2. Multi-staff Ministry		

Difficulty working with others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <b>(Teamwork)</b>	Works well as a team member
<b>3. Leadership</b>		
Dominates others or abrogates leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <b>(Leadership Style)</b>	Properly motivates, organizes and leads
<b>4. ADDITIONAL COMMENTS ON LEADERSHIP:</b>		

**E. EVANGELISM AND MISSION**

<b>1. Outreach</b>		
has little or no interest in outreach	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <b>(Time Management)</b>	Evidences concern for the un-churched
Seldom displays intentional evangelism	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <b>(Delegation)</b>	Speaks and acts to reach the lost
Minimal involvement extra-congregational mission work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> <b>(Reliability)</b>	Actively promotes mission beyond the congregation
<b>4. Please provide an evaluation on the student's Evangelism Module (Comment on the student's administration and leadership in the module, strengths and weaknesses of the project, problems encountered/overcome, and if the project achieve its objectives). The Vicarage Office realizes that a student's project might not be fully accomplished yet, but please provided your best evaluation. (A supervisor may submit additional feedback on the evangelism module after this report; simply email them to the vicarage office)</b>		

**5. ADDITIONAL COMMENTS ON EVANGELISM AND MISSION (Include an evaluation of the student's potential for evangelism or mission placement)**

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**F. THE INTERN: HUSBAND AND FAMILY (if applicable)**

**1. Comment on the Student's husband and family, e.g. strength of relationship, support for student's ministry, understanding of diaconal ministry and its demands.**

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**G. Recommendation for Placement**

*Choose one of the following three choices, along with your final comments:*

**I recommend this student for placement.**

(Please indicate below the type of parish or ministry for which the student would be well suited):

**I have reservations about recommending this student for placement.**

(Please indicate below the issues that need to be considered and resolved before placement)

**I do not recommend this student for placement.**

(Please indicate below the reasons why this student should not be placed):