

# DIRECTED FIELD EXPERIENCE

## Student Handbook

### Children's Ministry Emphasis



MANHATTAN CHRISTIAN COLLEGE

1415 Anderson Avenue  
Manhattan, Kansas 66502  
(785) 539-3571  
Fax (785) 539-0832  
[www.mccks.edu](http://www.mccks.edu)

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\*All forms are available online at: <http://mccks.edu/academics/academic-resources/directed-field-experience/>

# Student Checklist

## DFE

(Note: Required documentation is noted in **bold**.)

### Before the DFE

- Enroll in and attend MIN350 Orientation to Directed Field Experience course.
- Review the following forms:
  - Student Handbook
  - Proposal and Agreement form (in the Student Handbook)
  - Field Supervisor Handbook
  - Student Checklist (in the Student Handbook)
  - Field Supervisor Checklist (in the Field Supervisor Handbook)
  - Evaluation Forms (in the Student Handbook)
- The handbooks and extra evaluation forms are located on the MCC website:**  
<http://mccks.edu/academics/academic-resources/directed-field-experience/>
- Take the **Initial Evaluation** during the Orientation to Directed Field Experience class.
- Prepare your **resume**.
- Pray and look for possible places to do your DFE. Talk with and submit your resume to potential DFE field supervisors. Some organizations may require a special application.
- When you have an interview for a possible DFE, go to “MyMCC, Academics, Resources, Directed Field Experience” and download, and mail a copy of the Field Supervisor Handbook to your potential DFE field supervisor. If he/she prefers, you can email a copy.
- Once you have a potential DFE, fill out the **DFE Proposal form and read the DFE Agreement form**. (The Agreement form will be filled out together with your emphasis professor.)
- Meet with your professor to determine whether the DFE will meet all the requirements. If the DFE is approved by your professor, both you and he/she will **sign the DFE Agreement form**.
- Notify your field supervisor that your DFE has been approved. Finalize arrangements with the church/organization.
- You do not need to enroll in MIN451 Directed Field Experience. Your professor will do that for you after you have completed all DFE requirements on this Checklist.
- Have a great Directed Field Experience!

### During the DFE

- Remind your field supervisor of the **evaluation reports** that need to be completed and signed by both of you. See the field supervisor’s checklist in the Field Supervisor Handbook. Below is a list of the evaluations:
  - Midway Field Supervisor Evaluation**

- Final Field Supervisor Evaluation #1** (General - for all emphases)
  - Final Field Supervisor Evaluation #2** (Emphasis Specific)
  - Final Student Evaluation #1** (General - for all emphases)
  - Final Student Evaluation #2** (Emphasis Specific)
  - 10 Substance Areas Evaluation** (for Family Ministry emphasis only)
- Meet at least once a week with your field supervisor for direction, planning, guidance, evaluation, encouragement, correction, and general feedback. **Take notes of the meetings in your journal.**
- Keep a daily journal.**
- 1. Outline what you do.**
  - 2. Reflect on the day's events.**
  - 3. Write notes from your weekly meetings with your field supervisor.**
- Keep tabs on the **specific requirements** necessary to complete the DFE checking them off as you accomplish them.

#### **After the DFE**

- Write your final essay report.** In your essay:
1. Identify and describe the strengths and weaknesses of your performance in the DFE.
  2. Identify and describe how well you achieved the educational objectives that you put in your DFE Proposal. Be specific on each objective.
  3. Based on the two preceding points, evaluation reports, and the journal, rate your educational achievement on the academic grading scale: A, B, C, D, or F.
- Submit all evaluation forms, journal, and essay report** to your professor.
- Make an appointment for a final interview with your professor to discuss the documents and your experience.
- \*Important Note:** You must turn in all documents and complete the final interview with your professor *within 90 days of completing the DFE*. Failure to meet the deadline may result in no credit given for the work as the DFE requirement.
- When all DFE requirements have been satisfactorily fulfilled, your professor will enroll you in MIN451 and submit your final grade.

## DFE Proposal

The following information is to be submitted to your professor. The DFE must then be approved by your professor prior to accepting and/or committing to a specific DFE. A copy of the DFE Proposal and the signed DFE Agreement will be kept in your file by your supervising professor and another copy given to you, the student.

Student Name:
Date proposal turned in to professor:
Degree Emphasis:
Professor:
Student's phone # during DFE:
Student's email address during DFE:
Church/Organization:
Briefly describe the church/organization:
Mailing address:
Field Supervisor over DFE:
Field Supervisor's Area (Sr. Minister, Family, Worship, etc.):
Field Supervisor's phone#:
Field Supervisor's email address:
Dates of the DFE:
Briefly state the purpose/overall goal of the DFE:

Describe the regular duties and responsibilities you will have

What are your educational objectives? (“As a result of this DFE, I will be able to . . . “)

Comments:

## DFE Agreement

To receive credit for completing a Directed Field Experience I understand that I must complete and submit the following:

- Preliminary Evaluation** (taken in Orientation to DFE class).
- DFE Proposal form.**
- DFE Agreement form.**
- A comprehensive daily **Journal** with an entry for each day of the DFE.
- 10 one-hour training sessions with your field supervisor on topics chosen by agreement between the field supervisor and student.
- Final Essay Report** according to the criteria provided in the DFE packet for students.
- A Final Debriefing Interview with my supervising professor within 90 days of completion.
- See the Final Student Evaluation #2, which is emphasis specific, for other expectations.
- Other requirements to be filled in by the supervising professor:

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I also understand that it is necessary for the following evaluations to be completed and submitted:

- Midway Field Supervisor Evaluation**
- Final Field Supervisor Evaluation #1** (General - for all emphases)
- Final Field Supervisor Evaluation #2** (Emphasis Specific)
- Final Student Evaluation #1** (General - for all emphases)
- Final Student Evaluation #2** (Emphasis Specific)
- Family Ministry only: **10 Substance Areas Evaluation**

I understand that if any of these components are missing or deficient I may not receive credit for a DFE. The proposed Directed Field Experience has been approved by the emphasis professor.

Professor: \_\_\_\_\_

Date \_\_\_\_\_

Student: \_\_\_\_\_

Date \_\_\_\_\_

## Definitions of MCC Student Ministry Experiences

### **Directed Field Experience**

A Directed Field Experience (DFE) is required by most ministry degree programs at MCC. It is a practical experience directed by a qualified person in the student's emphasis. Four hundred hours of work experience is needed. The professor and student prepare together before the DFE. On site the DFE involves mentoring, guiding, observing, and reporting by the field supervisor. The student keeps a journal and completes self-evaluations. Evaluations are also completed by the supervisor. These requirements must be met by the student and field supervisor for the student to get academic credit.

### **Part-Time Student Ministry**

A student ministry is a private arrangement between a church/parachurch organization and a student. MCC does not provide any direct supervision of students involved in student ministries or any official endorsement of the student's readiness for ministry. Faculty members, of course, are available to consult with students and encourage them in student ministries if the student seeks such advice and encouragement.

### **Church/Parachurch Internship**

Many churches and parachurch organizations have developed internship programs that provide practical experience for students interested in ministry. In those cases, the organization defines the duties and role of the student and makes a private arrangement with a student. MCC does not provide any direct supervision or official endorsement of the student's readiness for ministry. The student may, or may not, report to a supervisor in his/her emphasis.



## A Philosophy for Directed Field Experiences

### **The Concept of a Directed Field Experience in Ministry**

#### I. The Need

For an educational experience to be of greatest value it must apply academic theory to life experience. A Directed Field Experience in ministry is an educational experience. It combines the best of both aspects of learning.

One of the benefits of this program for the student is the confirmation of his/her sense of call to a specific area of ministry as strengths and weaknesses are clarified in a Directed Field Experience setting. Occasionally it surfaces doubt regarding involvement in full-time church vocation.

#### II. The Plan

A. Participants: The student, supervisor, congregation, mission, or institution, and MCC.

B. Purpose: To provide MCC students with practical, on-the-field experience under the guidance of experienced, qualified leaders.

C. Benefits:

1. The FIELD SUPERVISOR will be brought face to face with the student's concepts of leadership and communication skills.
2. The STUDENT will be in the process of searching out and understanding his/her motives and skills.
3. MCC will discover whether its curriculum and personnel have prepared the student for Christian service.
4. The congregation, institution, or mission by an attitude of cooperation, understanding, and patience, will contribute to the growth and encouragement of a dedicated Christian person.

D. Areas of Ministry: Normally these will include Pastoral Ministry, Youth Ministry, Educational Ministry, Family Ministry, Worship Ministry, Children's Ministry, Spiritual Formation, and Intercultural Studies.

E. Supervision:

1. Preparing - this involves talking with the student about goals and objectives for the DFE as the student completes the DFE Proposal and reads and signs the DFE Agreement.
2. Observing - Field Supervisor will observe the student's work.
3. Reporting - Field Supervisor will complete periodic evaluation reports in consultation with the student.

#### III. The Goals

A. For the student:

1. Gain practical experience in various areas of ministry.
  2. Receive supervision from an experienced leader.
  3. Test ideas and abilities without total responsibility for the success or failure of the program.
  4. Receive academic credit upon satisfactory completion of the requirements.
  5. Grow in self-awareness.
  6. Develop relational skills.
  7. Learn to meet deadlines.
- B. For MCC:
1. Gain perspective on the strengths and weaknesses of the student.
  2. Gain additional information for counseling the student about vocational potential.
  3. Strengthen partnerships with churches in preparing kingdom workers.
  4. Provide the structure for a DFE program.
- C. For the Field Supervisor:
1. Disciple the student (II Timothy 2:2)
  2. Ignite in the student a love for ministry.
  3. Counsel a student who is seeking to evaluate vocational goals.
  4. Acquire responsible assistance for the supervisor's ministry.
- D. For the church or mission:
1. Invest in training a student.
  2. Gain an additional worker to meet needs.
  3. Contribute to perpetuating ministry into the next generation.
  4. Strengthen partnership with MCC in the preparation of kingdom workers.

### **Relationships and Strategy**

#### IV. Understand the relationships

- A. The student will:
1. Demonstrate Christian motivation and a sense of vocation.
  2. Demonstrate thorough preparation for each responsibility assigned.
  3. Exhibit an attitude of cooperation.
  4. Show respect for the authority of church leaders.
  5. Demonstrate a genuine interest in the total life of the church.
  6. Be punctual in keeping appointments.
  7. Accept constructive criticism and suggestions.
- B. MCC will:
1. Provide pertinent information regarding the student.
  2. Be available to the Field Supervisor of the DFE for consultation.
  3. Make constructive use of reports on the student's Directed Field Experience work.
- C. The supervisor will:
1. Provide an environment that places priority of people over programs.
  2. Provide on-the-field guidance in ministry.

3. Schedule weekly conference appointments.
4. Give constructive criticism that leads to growth.
5. Share personal concerns and goals.
6. Inform the student of opportunities to attend regular congregational meetings, committee meetings, ministerial association meetings, etc. as a part of the learning experience.
7. Provide MCC an evaluation of the student's performance.
8. Make suggestions about how MCC can help the student.
9. Hold conferences with the student's advisor for the DFE as/when needed.

V. Prepare for the Directed Field Experience.

A. Student preparation:

All students desiring to participate in a DFE must enroll and attend the Directed Field Experience Orientation course which is offered each fall semester. This will make the student aware of the prerequisites for a DFE and help with preparation for the work to be done. During this class the student will also learn how to pursue a DFE that is best suited for his/her goals.

B. Church, parachurch organization, or community organization preparation:

The person who would like to supervise a DFE should become informed about the MCC program. When the decision is made to accept a student for their DFE the minister should secure the permission of the appropriate governing body of the church or organization. The church should be aware of the importance of its role and should be prepared to support the DFE program. A congregation's decision about financial arrangements with the student should be clarified. The congregation may then open the process for applications and interviews for the DFE position.

VI. Understand the choices.

A. The six main areas for the student program are: Pastoral Ministry, Youth Ministry, Educational Ministry, Family Ministry, Worship Ministry, Children's Ministry, Spiritual Formation, and Intercultural Studies.

The student will observe everything involved in working in the ministry area and participate when appropriate. Some of the DFE's have guidelines are specific to their emphasis. These guidelines are only suggestions. You may need to adapt them to your situation. We want the student to be exposed to as much of the life of the church/organization as possible.

VII. Understand the supervisory role.

A. DFE's might be said to operate as follows:

1. I do -you watch.
2. I do - you help.
3. You do - I help.
4. You do - I watch.

B. Description of the supervisor's role:

1. Supervision is:

- a. A relationship with specific goals and clear expectation in which one party has an acknowledged authority over the other and yet acts in such a way as to establish as much mutuality as possible within the relationship.
  - b. A conscious evaluation on the part of both parties throughout the duration of the relationship which covers definite time span and is developed in a specific setting.
2. Supervision is not:
- a. Primarily task oversight, though it may include some of this.
  - b. Psychotherapy or counseling.
  - c. Didactics, although it does include some informational input.
  - d. Simply practical guidance in "how to do it," although the integration of the practical and theoretical certainly includes such guidance.
  - e. A token payment for cheap labor, although the student will do the work of ministry for the church.
- C. Supervisory skills:
- 1. Listen.
  - 2. Develop trust and mutuality between the supervisor and student.
  - 3. Recognize and own one's own feelings and the ability to express them.
  - 4. Perceive the feelings of others, chiefly through observing nonverbal behavior.
  - 5. Create a non-dependent helping relationship.
  - 6. Ask open-ended and clarifying questions.
  - 7. Wait for the student's growth and resist the temptation to manage his/her life.
  - 8. Recognize the student's resistance to growth and change confront when appropriate.
  - 9. Reflect on the process going on between supervisor and student so as to produce deeper personal insight.
  - 10. Ability to share agenda-setting with the student for weekly conferences and activities.
  - 11. Ability to give and receive feedback at appropriate times.
- D. Field Supervisor's evaluation:
- The supervisor's evaluation of the student performance is essential to the successful DFE. The student is an emerging intercultural, educational, children's, family, pastoral, worship, or youth minister. It is important in this teacher-student relationship to help the student know when he/she has done well and when improvement is needed. Evaluation through casual conversation, structured conference, and filling out the appropriate forms is important to help the student in his/her ministry with you and enable them to prepare for their future ministry.
1. Questions to ask the student:
- a. What took place?
  - b. In what way did you respond?
  - c. How do you feel about what happened?
  - d. How do you interpret the experience?
  - e. What can be learned from the incident?
  - f. What does this say about ministry?
  - g. How do you think the situation can best be confronted or handled?
  - h. What is your role now in the continuing situation as a result of this experience?

2. The following guidelines may be helpful for giving feedback:
  - a. Make the feedback descriptive and not interpretive.
  - b. Give feedback following an event as quickly as possible.
  - c. Make the feedback constructive, not destructive.
  - d. Give new information when dealing with suggestions you have previously given.
  - e. Give feedback about things that should be changed.
  - f. Remember that you are sharing your reaction to their behavior. Be sure to check your own motivation before giving your reaction.
  - g. A great danger is the tendency to be a parent. This can be avoided if you share some of your own misgivings, concerns, and feelings without just "preaching."
  - h. Be specific in and give examples of desirable or undesirable behavior.

## Agenda for Weekly Conferences

Use this sheet to plan the agenda for your weekly conferences. This planning should involve both the supervisor and the student. The student should be encouraged to suggest topics of particular interest to him/her. The professor may also suggest subjects to include. At least ten weeks are required. If the student is working part-time hours during a school semester, you may adjust the schedule.

<b>Week</b>	<b>Date</b>	<b>Subject</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Evaluation Forms Explanation

Assessment is important at MCC. The following pages are Evaluation Forms, a Midway Field Supervisor Evaluation Form and two Final Field Supervisor Evaluation Forms.

By studying the field supervisor's evaluations and the student's self-evaluation, the student will discover information that will help improve his/her skills. These evaluations are also used by the Christian Ministry Department at MCC to assess the effectiveness of its work as part of the periodic assessment for the two accrediting associations.

All forms are available online at: <http://mccks.edu/academics/academic-resources/directed-field-experience/>

## Midway Field Supervisor Evaluation

(General - for all emphases)

TO BE COMPLETED MIDWAY INTO THE DFE

**Note:** In order for Manhattan Christian College to give appropriate credit for this Directed Field Experience, we need your thoughtful and careful evaluation of the student's performance under your supervision. Your written comments are especially helpful in placement counseling with the student. After completing this evaluation form, please return it to the supervising professor either by mail or email. The addresses are at the end of this form. Thank you for your responses.

Student's Name:	
Emphasis:	
Field Supervisor's Name:	
Church/Organization Name:	
Church/Organization Address:	
Church/Organization Phone:	
Church/Organization Email:	
<b>Please use the following rating scale for your response to the individual statements:</b>	
<b>0 - Have not observed</b> <b>1 - Never</b> <b>2 - Rarely</b>	<b>3 - Sometimes</b> <b>4 - Usually</b> <b>5 - Always</b>
<b>Knowledge of the Organization</b>	
<b>The Student:</b>	<b>Score</b>
1. Demonstrates knowledge of the church's/organization's structure, policies, and procedures.	
2. Understands and applies the purposes/objectives of the church/organization.	
3. Understands the implications of working within the church's/organization's ethical structure.	
4. Knows the range of services provided by the church/organization (including those outside the student's specific area of service).	
5. Understands the history of the organization.	
<b>Attitude and Work Habits</b>	



<b>The Student:</b>	<b>Score</b>
6. Is punctual in his or her arrival to work, appointments, meetings, and completion of assigned tasks.	
7. Is efficient regarding time management.	
8. Dresses appropriately (according to activity) for the work of the church/organization.	
9. Complies with church's/organization's policies, procedures, and mission.	
10. Is dependable in following through with assignments and responsibilities.	
11. Demonstrates confidence in his or her ability to do the required work	
12. Seeks out information and help when needed.	
13. Follows the specified course of training.	
14. Exhibits a high level of initiative.	
15. Shows enthusiasm for his or her work	
16. Is open to ideas, suggestions, and constructive criticism.	
17. Demonstrates the ability to think critically.	
18. Uses good judgment (makes wise decisions).	
19. Is able to and willing to accept increasing responsibility.	
20. Demonstrates leadership ability.	
21. Demonstrates an interest in professional development.	
22. Demonstrates a high level of interest in this field.	
23. Demonstrates potential for working with a church/organization in this field.	
<b>Interpersonal and Intrapersonal Skills</b>	
<b>The Student:</b>	<b>Score</b>
24. Exhibits a healthy self-image.	
25. Is able to handle stress effectively.	
26. Demonstrates the ability to identify his or her own values.	
27. Works cooperatively with supervisor.	
28. Develops and maintains good working relationships with staff and volunteers.	
29. Demonstrates sensitivity to the needs of others.	
30. Is able to work with people from backgrounds (age, race, religion, etc.) other than his or her own.	

31. Works cooperatively with people from other churches/organizations.	
<b>Please respond to the following open-ended statements as fully as possible.</b>	
32. Describe the skills and strengths you have observed in the student:	
33. Describe the areas on which the student needs to focus for further professional development.	
34. Describe the student's response to authority:	
35. Describe the student's working relationships with staff members:	
36. Describe the student's approach to work during the DFE:	
37. Please use the space below for any additional comments you wish to make about the student's performance to this point in the Directed Field Experience:	

<b>We have reviewed and discussed the information contained in this evaluation.</b>	
	Date
Student's Signature:	
Field Supervisor's Signature:	
<p>Thank you for your help in preparing students for ministry. Please send this completed form to:</p> <p>Dr. Brian Medaris  Manhattan Christian College  1415 Anderson Avenue  Manhattan, KS 66502</p> <p>You may email it to: <a href="mailto:bmedaris@mccs.edu">bmedaris@mccs.edu</a></p>	

# Final Field Supervisor Evaluation #1

(General - for all emphases)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

There are two final evaluation forms. This form, Final Field Supervisor Evaluation #1, is general for every student regardless of the student's emphasis. It is intentionally the same as the Midway Evaluation for comparison purposes. The second final evaluation form, Final Field Supervisor Evaluation #2, is specific to the student's emphasis. We would appreciate it if you would fill out both final evaluation forms. After completing these evaluation forms, please either mail them or email them. The addresses are at the end of the form. Thank you for your response.

Student's Name:	
Emphasis:	
Field Supervisor's Name:	
Church/Organization Name:	
Church/Organization Address:	
Church/Organization Phone:	
Church/Organization Email:	
<b>Please use the following rating scale for your response to the individual statements:</b>	
<b>0 - Have not observed</b> <b>1 - Never</b> <b>2 - Rarely</b>	<b>3 - Sometimes</b> <b>4 - Usually</b> <b>5 - Always</b>
<b>Knowledge of the Organization</b>	
<b>The Student:</b>	<b>Score</b>
1. Demonstrates knowledge of the church/'sorganization's structure, policies, and procedures.	
2. Understands and applies the purposes/objectives of the church/organization.	
3. Understands the implications of working within the church'/organization's ethical structure.	
4. Knows the range of services provided by the church/organization (including those outside the student's specific area of service).	
5. Understands the history of the church/organization.	
<b>Attitude and Work Habits</b>	

<b>The Student:</b>	<b>Score</b>
6. Is punctual in his or her arrival to work, appointments, meetings, and completion of assigned tasks.	
7. Is efficient regarding time management.	
8. Dresses appropriately (according to activity) for the work of the church/organization.	
9. Complies with the church's/organization's policies, procedures, and mission.	
10. Is dependable in following through with assignments and responsibilities.	
11. Demonstrates confidence in his or her ability to do the required work	
12. Seeks out information and help when needed.	
13. Follows the specified course of training.	
14. Exhibits a high level of initiative.	
15. Shows enthusiasm for his or her work	
16. Is open to ideas, suggestions, and constructive criticism.	
17. Demonstrates the ability to think critically.	
18. Uses good judgment (makes wise decisions).	
19. Is able to and willing to accept increasing responsibility.	
20. Demonstrates leadership ability.	
21. Demonstrates an interest in professional development.	
22. Demonstrates a high level of interest in this field.	
23. Demonstrates potential for working with an organization in this field.	
<b>Interpersonal and Intrapersonal Skills</b>	
<b>The Student:</b>	<b>Score</b>
24. Exhibits a healthy self-image.	
25. Is able to handle stress effectively.	
26. Demonstrates the ability to identify his or her own values.	
27. Works cooperatively with supervisor.	
28. Develops and maintains good working relationships with staff and volunteers.	
29. Demonstrates sensitivity to the needs of others.	
30. Is able to work with people from backgrounds (age, race, religion, etc.) other than his or her own.	

31. Works cooperatively with people from other organizations.	
<b>Please respond to the following open-ended statements as fully as possible.</b>	
32. Describe the skills and strengths you have observed in the student:	
33. Describe the areas on which the student needs to focus for further professional development.	
34. Describe the student's response to authority:	
35. Describe the student's working relationships with staff members:	
36. Describe the student's approach to work during the DFE:	
37. Please use the space below for any additional comments you wish to make about the student's performance to this point in the Directed Field Experience:	

<b>We have reviewed and discussed the information contained in this evaluation.</b>	
	Date
Student's Signature:	
Field Supervisor's Signature:	
<p>Thank you for your help in preparing students for ministry. Please send this completed form to:</p> <p>Dr. Brian Medaris  Manhattan Christian College  1415 Anderson Avenue  Manhattan, KS 66502</p> <p>You may email it to: <a href="mailto:bmedaris@mcccks.edu">bmedaris@mcccks.edu</a></p>	

## Final Field Supervisor Evaluation #2

(Specific to Children's Ministry emphasis)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

There are two final evaluation forms. Final Evaluation #1 is general to every student regardless of the student's emphasis. Final Evaluation #2 is specific to the student's emphasis. We would appreciate it if you would fill out both final evaluation forms. After completing these evaluation forms, please either mail them or email them. The addresses are at the end of the form. Thank you for your response.

Student's Name:	
Emphasis:	
Field Supervisor's Name:	
Church/Organization Name:	
Church/Organization Address:	
Church/Organization Phone:	
Church/Organization Email:	
<b>Please use the following rating scale for your response to the individual statements:</b>	
<b>0 - Have not observed</b> <b>1 - Never</b> <b>2 - Rarely</b>	<b>3 - Sometimes</b> <b>4 - Usually</b> <b>5 - Always</b>
<b>The Student:</b>	<b>Score</b>
1. Demonstrates a solid knowledge of the Bible.	
2. Utilizes Bible knowledge in teaching environments.	
3. Can articulate his/her faith.	
4. Understands how people learn.	
5. Puts enough preparation into lesson preparation to be effective.	
6. Organizes lessons in an effective manner.	
7. Involves students in the learning process during lessons.	
8. Understands the student age group.	
9. Interacts appropriately with students in the age group.	



10. Interacts well with the adult volunteers in the ministry.	
11. Interacts well with parents in the ministry.	
12. Communicates well with supervisor	
<b>We have reviewed and discussed the information contained in this evaluation.</b>	
	Date
Student's Signature:	
Field Supervisor's Signature:	
<p>Thank you for your help in preparing students for ministry. Please send this completed form to:</p> <p>Dr. Brian Medaris  Manhattan Christian College  1415 Anderson Avenue  Manhattan, KS 66502</p> <p>You may email it to: <a href="mailto:bmedaris@mccks.edu">bmedaris@mccks.edu</a></p>	

# Final Student Evaluation #1

(General - for all emphases)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

Student's Name:	
Emphasis:	
Field Supervisor's Name:	
Church/Organization Name:	
Church/Organization Address:	
Church/Organization Phone:	
Church/Organization Email:	
<b>Please use the following rating scale for your response to the individual statements:</b>	
<b>0 - Have not observed</b> <b>1 - Never</b> <b>2 - Rarely</b>	<b>3 - Sometimes</b> <b>4 - Usually</b> <b>5 - Always</b>
<b>Knowledge of the Organization</b>	
<b>I am able to:</b>	<b>Score</b>
1. Demonstrate knowledge of the church's/organization's structure, policies, and procedures.	
2. Understand and apply the purposes/objectives of the church/organization.	
3. Understand the implications of working within the church's/organization's ethical structure.	
4. Know the range of services provided by the church/organization (including those outside the student's specific area of service).	
5. Understands the history of the church/organization.	
<b>Attitude and Work Habits</b>	
<b>I am able to be:</b>	<b>Score</b>
6. Punctual in my arrival to work, appointments, meetings, and completion of assigned tasks.	
7. Efficient regarding time management.	
8. Dress appropriately (according to activity) for the work of the organization.	

9. Comply with church/organization policies, procedures, and mission.	
10. Dependable in following through with assignments and responsibilities.	
11. Demonstrate confidence in my ability to do the required work	
12. Seek out information and help when needed.	
13. Follow the specified course of training.	
14. Exhibit a high level of initiative.	
15. Show enthusiasm for my work	
16. Be open to ideas, suggestions, and constructive criticism.	
17. Demonstrate the ability to think critically.	
18. Use good judgment (makes wise decisions).	
19. To accept increasing responsibility.	
20. Demonstrate leadership ability.	
21. Demonstrate an interest in professional development.	
22. Demonstrate a high level of interest in my field.	
23. Demonstrate potential for working with a church/organization.	
<b>Interpersonal and Intrapersonal Skills</b>	
<b>I am able to:</b>	<b>Score</b>
24. Exhibit a healthy self-image.	
25. Handle stress effectively.	
26. Demonstrate the ability to identify my own values.	
27. Work cooperatively with my supervisor.	
28. Develop and maintain good working relationships with staff and volunteers.	
29. Demonstrate sensitivity to the needs of others.	
30. Work with people from backgrounds (age, race, religion, etc.) other than my own.	
31. Work cooperatively with people from other organizations.	
<b>Please respond to the following open-ended statements as fully as possible.</b>	
32. Describe the skills and strengths you have used:	

33. Describe the areas which you need to focus for further professional development.	
34. Describe your response to authority:	
35. Describe your working relationships with staff members:	
36. Describe your approach to work during the DFE:	
37. Please use the space below for any additional comments you wish to make about your performance in the Directed Field Experience:	
Please return this form to your professor soon after returning from your DFE.	
Student's Signature:	Date

## Final Student Evaluation #2

(Specific to Children's Ministry Emphasis)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

Student's Name:	
Emphasis:	
Field Supervisor's Name:	
Church/Organization Name:	
Church/Organization Address:	
Church/Organization Phone:	
Church/Organization Email:	
<b>Please use the following rating scale for your response to the individual statements:</b>	
<b>0 - Have not observed</b> <b>1 - Never</b> <b>2 - Rarely</b>	<b>3 - Sometimes</b> <b>4 - Usually</b> <b>5 - Always</b>
<b>I am able to:</b>	<b>Score</b>
1. Demonstrates a solid knowledge of the Bible.	
2. Utilize Bible knowledge in teaching environments.	
3. Articulate my faith.	
4. Understand how people learn.	
5. Put enough preparation into lesson preparation to be effective.	
6. Organize lessons in an effective manner.	
7. Involve students in the learning process during lessons.	
8. Understand the student age group.	
9. Interact appropriately with students in the age group.	
10. Interact well with the adult volunteers in the ministry.	
11. Interact well with parents in the ministry.	

12. Communicate well with supervisors.	
Please return this form to your professor soon after returning from your DFE.	
Student's Signature:	Date

## DFE Final Debriefing

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

DFE Location: \_\_\_\_\_

Degree Emphasis:  
\_\_\_\_\_

Professor: \_\_\_\_\_

1. Specifically, what did you learn from your DFE?
  
2. What were two strengths demonstrated during your DFE?
  - 1.
  - 2.
  
3. What were two weaknesses?
  - 1.
  - 2.
  
3. In what ways did your field supervisor help you utilize your strengths?
  
4. How were your weaknesses pointed out?
  
5. How were they then addressed in an effort to correct them?
  
6. How has this internship influenced and equipped you for further service?
  
7. Looking back, what changes would you have made?
  
8. What recommendations do you have that would make the DFE a better learning experience?