

# Year End Review and Final Assessment – Field Placement

## Purpose

- to identify the major accomplishments and learnings that have taken place over the year of the field placement
- to name the ways in which these learnings have been integrated into an understanding and practice of ministry
- to make a recommendation about credit for the field placement

## Goals

- to name learnings and understandings related to the Theme Year areas
- to identify and list the student's major accomplishments in the field placement
- to identify strengths and gifts for ministry
- to identify areas for growth and areas for further exploration in the preparation for ministry

## Participants

- Student
- Learning Facilitator
- Diaconal/Vocational Mentor
- Representative(s) of the Local Committee

## Roles

- The student is to make arrangements for this review to happen and to ensure that the report submitted to CCS staff.
- the Diaconal/Vocational Mentor is to facilitate the review
- either the Learning Facilitator or one of the representatives from the Local Committee is asked to act as recorder

## Time Commitment

- the session is to last approximately two and ½ hours

- the review is to be completed and the report submitted to CCS staff by April 30.

## Preparation

In preparation for the review, the student is to respond to the following questions in writing and share copies with the participants on the review team. Use as a basis for this work:

- your learning goals
- your journal entries and written reflections
- the mid term review
- comments from your Local Committee, Learning Facilitator and Diaconal/Vocational Mentor
- the “Curriculum Outline [for the relevant Theme Year]” and relevant sections from the “Guidelines for Readiness for Continuing in Ministry”
- your own insights

Remember, the assessment is only 2 ½ hours long; try to identify the most significant learnings and areas for further work.

As well, the Learning Facilitator, Diaconal/Vocational Mentor and representative of the Local Committee need to consider these questions in advance.

1. What have been the major learnings over the course of this field experience?
  - about self?
  - others?
  - diaconal ministry?
2. What have been the major accomplishments over the course of this field placement?
3. In what ways were learning goals met?
4. In what ways has learning been enhanced in the areas related to the Theme Year?
5. What areas can be identified for future work and preparation for ministry?
  - personally? (e.g. balancing personal life and vocational demands, fear of conflict, assertiveness)
  - theologically? (e.g. clarify understanding of humanity as created in the image of God, work on concerns about atonement and Christology, integrate theology of grace into a ministry based on justification by works)
  - theoretically? (e.g. read scholarship related to alternative dispute resolution, research authors who have written about group process, do a future assignment on the theories of congregational revitalization)
  - in the future theme, Integrating or Reflection years of the CCS program?

## Suggested Process for the Review

- welcome, review of purpose and agenda
- check-in
  - an opportunity for participants to share present personal celebrations and concerns
- worship and prayer
- review of questions (1-5 as listed above) section by section
  - student distributes written notes and reviews responses offering comment and explanation
  - other participants ask questions for clarification and offer comment and feedback
- recommendation
  - student leaves the room as other participants decide whether to recommend “credit”, “credit with condition” or “no credit” for the field experience
  - student returns and is informed of the recommendation that the participants will make to CCS staff
  - Note: if the student is to receive “no credit” or “credit with condition” this should not be a surprise to the student (or CCS staff) but is an integrated part of the on-going feedback. Nevertheless, if this is the recommendation, the review team still needs to convey this decision with pastoral sensitivity and inform and involve CCS staff immediately.
- evaluation of session
  - chance for participants to reflect on the experience and name insights or concerns
- closing prayer

## Submit Report of CCS

Following the review session, the student will compile a report, including his/her responses to the review questions (1-5) **and the review session recorder’s notes** of the review team’s comments. The **report should be labeled “Year End Field Placement Review” and** end with the following:

The Review Team for \_\_\_\_ (student) \_\_\_\_\_ recommends

\_\_\_ credit

\_\_\_ no credit

\_\_\_ credit with the following conditions:

for her/his Theme Year Placement at: \_\_\_\_\_

September to April of \_\_\_\_\_ (year).

This report fairly and accurately represents the conversation we had at the final review and assessment of my Theme Year field placement.

Student signature and date: \_\_\_\_\_

Recorder's signature and date: \_\_\_\_\_

Because of the signature, the report should be mailed, faxed, scanned and emailed, or emailed followed by a hard-copy of the signed page. **The review report should be sent to the student's primary staff person.**