



FULLER
THEOLOGICAL SEMINARY

Supervisor Handbook

Apprenticeships Department

Apprenticeship Department

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Apprenticeship Program Overview

Purpose

Fuller Seminary's Apprenticeship program has one fundamental purpose: to support the development of our students in becoming Global leaders for Kingdom Vocation. The apprenticeship course is designed to deepen their capacity to be theological, reflective practitioners. It is an opportunity for them to integrate and apply what they have been learning in the classroom, life experiences, expertise, and areas of interest.

Vision

Our vision is for students to become Global Christian leaders who are culturally aware, spiritually mature, and missionally engaged, reflective practitioners.

Mission

Our mission is to partner with students as they seek to grow as faithful, courageous, innovative, collaborative, fruitful, and reflective Christian leaders through immersion in a practical ministry context.

Student Learning Outcomes

Upon completion of the Apprenticeship course the student will be able to affirm the following outcomes:

- I have grown in my ability to engage in theological reflection by having regular opportunities to think critically about ministry in light of the Christian tradition.
- I have grown in my ability to use practical theological reflection to connect the biblical and theological insights I have gained in the classroom with the contextualized praxis of local ministry.
- I have deepened my understanding of the cultural context of ministry by immersing myself in a specific context and regularly reflecting with my supervisor on the connection between context and ministry.
- I have developed toward becoming a spiritually mature and accountable practitioner by reflecting with my peers in a theological reflection group and with my supervisor on the connection between my faith and my ministry.
- I have become a better Christian leader by having many opportunities to practice the responsibilities of diverse mentored ministry responsibilities.

Essential Elements and Structure

Three essential elements of the Apprenticeship Program provide the structure through which the above goals may be accomplished:

1. *Supervised Apprenticeship Experience*: Churches, mission, non-profit, marketplace, chaplaincy and other sites are invited to work with the seminary and students. This relationship is the essence of Apprenticeships Experience. Each member has an important role to fulfill.
 - a. *Site*: Create a hospitable site that allows for student to be integrated into the setting and receive support and encouragement from the site staff. Provide a supervisor who is willing to mentor the student during their apprenticeship.
 - b. *Supervisors*: Supervision provides the apprentice with a supportive relationship in which to grow in identity, calling, skills, and responsibilities as a minister. Supervisors are required to read the supervisor handbook, which includes an orientation to the Apprenticeship at Fuller Theological Seminary.
 - c. *Fuller Seminary* provides the basic framework within which the Apprenticeship Experience occurs. The Seminary provides for accreditation, and sets standards that must be met to ensure worthwhile learning experiences.

2. *Individual Supervision.* A one-on-one meeting of at least one hour is required **each week** between the supervisor and the apprentice. The purpose of these meetings is a) to provide guidance, mentoring, encouragement, and prayer support; b) to review and reflect on the purpose and goals of the apprenticeship; and c) to provide an opportunity for theological reflection on ministry issues. A secondary supervisor may be involved in this conference or, in cooperation with the Supervisor, may determine another time and means to interact with the apprentice.
3. *Apprenticeship Groups.* These groups, led by a faculty member, staff, pastor or ministry leader, are designed to help students reflect theologically and spiritually upon their ministry experience. Each participating student is required to write and reflect on a case study for discussion and reflection in the group. Groups consist of no more than seven peers who meet together for six sessions, two ½ hours each session, each quarter of any AP course.
 - a. *Case Studies and Theological Reflection.* All apprentices must view the *Case Studies and Theological Reflection video* during the first week of any AP course. This can be accessed via Canvas. Apprentices will learn a model of theological reflection that will be used in their apprenticeship and in their apprenticeship groups.

Note: Fuller's academic quarters typically begin in late September (Fall), early January (Winter), mid March (Spring) and late June (Summer).

Supervisor

Role and Responsibilities

The supervisor is a very important person in the life of the Fuller Seminary apprentice. The supervisor's practice of ministry will become a model for the student's own ministry. The relationship developed between supervisor and apprentice often becomes the most crucial relationship the student has during his or her seminary career. Such significant relationships usually develop when the supervisor feels free to share personal experiences and problems in the ministry. In an atmosphere of openness and honesty students are free to share their needs, problems and questions about the ministry.

Formal responsibilities of the supervisor include:

1. Assuring the participation of the site in the apprenticeship.
2. Negotiating the Apprenticeship Proposal with the apprentice during the fifth week of the quarter prior to the start of the apprenticeship.
3. Meeting with the apprentice in one-on-one conference *at least one hour per week* for evaluation, planning, theological reflection and prayer. Giving attention to the:
 - a. Learning needs of the apprentice.
 - b. Task assignments and performance of the apprentice.
 - c. Effect of the apprentice's work in the congregation/institution.
 - d. Spiritual life of the apprentice.Providing guidance with regard to the:
 - e. Professional growth and competence of the apprentice.
 - f. Spiritual life of the apprentice.
 - g. Theological significance of the apprentice's work.
4. Submitting a formal evaluation of the apprentice's work each quarter to Apprenticeships Department.
5. Working with the secondary supervisor and other team members as appropriate, to provide a meaningful learning experience for the apprentice.
6. Assisting the apprentice in planning and developing programs at the site.
7. Notifying the Apprenticeships department if the apprentice is experiencing problems.
8. Meeting the requirements for supervisor certification (see below).

Requirements

Supervisor qualifications and requirements:

1. Service in a related full-time ministry position for a minimum of three years.*
2. Active service in current position for at least one year.*
3. Formal theological training (i.e. Bible school or seminary level theological training).*
4. Commitment to spending at least one hour per week in one-on-one conference with the apprentice for evaluation, planning, theological reflection and prayer.
5. Commitment to completing required assignments in a timely manner (includes evaluation of the apprentice's work at the end of each quarter).
6. Commitment to providing a structure that is challenging, educational and supportive, and to assure the participation of the church or institution in the apprenticeship.

**Exceptions must be cleared by the Director of Apprenticeships. Ministry experience must have taken place at least three years after completing formal theological/leadership training. Supervisors with extensive ministry experience will be considered on a case-by-case base.*

Approval Process of Supervisor

In addition to these requirements, supervisors must complete an approval process. This process includes reading and agreeing to the Supervisor Handbook and completing an online Supervisor Application (provided directly to the supervisor's email after a student's application has been processed). ****This signed application must be completed prior to apprenticeship approval by Friday of the fifth week of the quarter leading up to the apprenticeship.**

Those who have previously supervised one or more Fuller apprentices must renew their approval every three years. Please note you will be required to submit a supervisor agreement for each student you plan on working with if your approval remains on file.

Role and Responsibilities of the Secondary Supervisor

It is recommended that a secondary supervisor or small committee (three to four people) be involved in the structure of the apprenticeship. A secondary supervisor should be someone well integrated into the life of the site, who accepts responsibility for loving and nurturing the student, and who is able to give an accurate perspective on the apprenticeship. In accepting this responsibility, it is recommended that the secondary-supervisor:

1. Work with the supervisor in defining the position description for the apprenticeship.
2. Assist with interviewing apprenticeship applicants as appropriate.
3. Participate with the supervisor and apprentice in negotiating the Proposal and Learning Agreement.
4. Meet with the supervisor and the apprentice on a regular basis for evaluation and discussion of the apprentice's professional growth and competence.
5. Facilitate the supportive aspects of the program by:
 - a. Involving the apprentice in the work of the local and regional committees or boards.
 - b. Inviting the apprentice to participate in site activities that will help him or her feel a part of the site.
 - c. Providing personal support and encouragement to the apprentice during the course of the apprenticeship.
6. Meet with the apprentice, either alone or with the members, for mutual ministry and prayer support.
7. Complete written evaluations of the apprentice as requested.

Participation of a secondary supervisor is preferred but not required for an apprenticeship.

Supervising a Fuller Apprentice

Approach

Fuller's approach to the apprenticeship program is, perhaps, much like what you experienced in your own training, or what other seminaries require. Students' fieldwork is an essential part of their theological education. Fuller serves a student body that ranges in tradition from free church Pentecostal to fairly high church Episcopalian and Orthodox. We try to embrace each tradition and respect the different sizes and types of ministries prevalent today. We also seek to individualize apprenticeship according to the requirements of a specific tradition and meet any denominational requirements that may pertain.

Fundamentals

We do think there are some fundamentals involved in effective supervision. These fundamentals may well be universal. People usually supervise the way they were supervised. We would encourage you to see our approach as a baseline upon which to build. Your working style, personality, job responsibilities, and situation will dictate how you can best supervise the Fuller student who now is part of the life of your site.

Expectations

The most important point we would like to make about supervision is *commitment* from everyone involved. Commitment from the student, supervisor, and site will go a long way towards making the apprenticeship a success for you and the apprentice. If the real intent of the apprenticeship is to get a student to do a ministry that no one else wants to do, or if it is considered "cheap labor," you can expect frustration on all sides. We know you are busy and under enormous demands. But the success of an apprenticeship largely depends on good faith—and good will—from everyone involved.

Course Objectives

Our expectation is that by working toward these objectives at your site goals will also be met.

1. ***Discernment of the student's vocational calling and ministry focus.*** Students of all ages need mentors, role models, faithful listeners, and guides. Most come to seminary not completely sure of the shape and focus of their ministry. Your role in giving honest, clear feedback of the "gifts and graces" you see for ministry is a significant one.
2. ***Develop an operating theology*** which undergirds the practice of ministry. Another way to put this is to help students sharpen the skill of theological reflection. Such seemingly trivial things as committee meetings, clergy or collegial etiquette, denominational activities, and ecumenical meetings will help apprentices develop a theology of persons and events that we are calling their "operating theology." Please work on this with your apprentice. We suggest you do this by reflecting theologically with the student on things like greeting at the door, the benediction in a worship service, or the use and reporting of money in ministry.
3. ***Competency in ministry skills and growth in attitudes necessary for successful practice in ministry.*** We want our apprentices to be better preachers, better teachers, better counselors, better workplace leaders and so on after their apprenticeship with you. The more specific and incremental you can be in helping them achieve this goal the better (e.g. "I want you to preach from this assigned passage this week," or "I want you to go the mall this week and tell me what students are wearing," etc.). If you do not see growth in skills and competence in the time you have with him or her, you need to discuss with the student the possibility that ministry may not be for them. We are here to help you with this most difficult part of supervision.
4. ***Expression of the faith of the apprentice to the Church and the world,*** and its companion fruit, (5) ***spiritual formation.*** We would hope that students enthusiastically and effectively share their faith

while at the same time remaining open to the pain, risk-taking, and even failure that witnessing to the faith occasionally entails.

It is important to acknowledge the dual roles the apprentice fills. The apprentice is both a *worker* and a *learner*. As worker, you want the apprentice to achieve certain things for your church or organization, perhaps keep a certain number of youth in the fellowship group or visit a certain number of people. But as learner, the apprentice may run into snags or resistances, which he/she does not have the skills to overcome. It is most helpful to keep in clear view whether you are speaking to the apprentice as a worker or as a learner as you correct or offer suggestions of how they can improve their performance.

Implementation

If the objectives are the destination, consider the next section to be the steps or provisions needed for the journey.

1. The greatest provision is *time*. You will need to make one hour per week available. Occasionally, a supervisor wants to see their apprentice only every other week or even monthly. We want to be understanding of your limited staffing situations and the extreme demands on your time. But one hour of supervision of required weekly meeting is non-negotiable. If you absolutely cannot make the one hour per week, tell us honestly and find a lay coordinator or other staff person who will supplement your time. Also, we do not recommend meeting in a restaurant or immediately before or after a worship or teaching event. Prayer, focus, and privacy are essential. The first provision, then, is setting aside one hour per week for one-on-one supervision.
2. The second provision for the journey is *special assistance* to give the apprentice the access that will help him or her accomplish the primary ministry assignment with integrity and productivity. This may mean:
 - modeling a task before it is done by the apprentice, such as teaching a Bible study.
 - making a few phone calls or conversations with essential youth advisors or co-workers.
 - exercising due diligence to ensure that the apprentice does not get into things for which she/he has not been trained to do (e.g. counseling a severely depressed person or leading a rock-climbing or whitewater rafting trip without professionally-trained help).
 - brokering meetings with people at your site who are key to the apprentice's and ministry's success, safety and longevity.
3. The third provision is *imagination* to guide the apprentice through a general ministry experience at the site. For instance if you are supervising a nine-month, church-based apprenticeship, you should see it an encounter with a local church. You can share with the student how you perform funerals, visits, committee meetings, and/or church finances. Similarly, if working with a student in a non-profit setting, this is an opportunity to expose the apprentice to the various aspects of the non-profit world from fundraising, grant-writing, to direct services throughout the nine-months.
4. The next provision for the journey is a *plan of supervision*. We recommend a separate quarterly plan that is distinct from Fuller's Learning Agreement. A single page at the beginning of each quarter with a concise list of objectives, methods, and evaluation criteria has been found most helpful. (See Quarterly Plan for Supervision). This learning guide is just between you and the apprentice but it serves as a focusing document for each meeting. It is especially useful in helping a student to connect current course work with ministry by having him/her put down in writing what courses he/she will be taking that may benefit your congregation or group's ministry. The apprentice must, of course, adapt his/her seminary work to the needs of the congregation.

Whether you use a quarterly plan, the proposal alone, or some third method, **you need to have an intentional plan.** The inductive approach is the easiest, and many supervisors default to this. In this approach the supervisor talks about whatever comes up and makes sure there is ten minutes left for prayer at the end of the supervision. But the deductive approach will probably cover more ground. September could be Christian education month; October—the budgeting cycle; November—evangelism. All of this must be adapted to fit your needs. But nine months is a long enough time that if you do not have a plan, your meetings may drift and frustrate both of you.

5. A final provision for the journey is *evaluation*. An honest evaluation helps an apprentice know his or her gifts for ministry. Your own intuition of whether a student has what it takes to make it in ministry must be primary. Not only the student, but a staff member at Fuller and often ordaining bodies (with the student's permission) will read your comments. The more careful and explicit your comments are, the better. Another tool for evaluation is feedback from lay people in your congregation. We would hope that enough trust will be built up over the months that you can tell the apprentice what they need to hear.

Here are two more provisions you may choose to take along. A *secondary supervisor* may be able to give the apprentice feedback that you cannot. At every site there are some people with the special charism of nurture or insight. They may work more closely with the apprentice because it is an area of their specialty. If you have someone who is available, connect him or her with the apprentice. This is not to get you off the hook, but just to give the apprentice a different set of eyes and ears. And second, if your site is able to establish a *discernment committee*, it may help the apprentice know if the ministry is right for them. One Episcopal congregation forms a discernment committee of three persons, which meets with the apprentice once a month for six months. Both the secondary supervisor and the discernment committee are recommended but not required.

Quarterly Plan for Supervision¹

A. **Objectives:** What I want to accomplish (not “ought”)

Objectives should be specific, measurable, attainable, time-bound behaviors.

- 1) Professional and skill growth anticipated
(counseling skill, ability to work with group, ability to theologize from experience, preaching, teaching, group leading, etc.)
 - List focused steps and signs of growth.
- 2) Academic growth anticipated
(necessary theology or theory, books I want to read, books I must read, etc.)
 - List projects, classes, and goals in growth.
- 3) Personal growth anticipated
(self-initiative, empathic listening, spiritual growth, self-care of body, sleep, exercise, etc.)
 - List specific areas, steps, and changes planned.

B. **Methods:** What I will do (not “hope” to do)

- 1) Clear definition of task
(give _____ talks, sermons, class lessons; attend _____ planning meetings; lead _____ retreats/mission projects; counsel _____ people; record _____ talks/sessions)
- 2) Resources to be used
(presentations, feedback from small group, supervisor feedback, individual reading, secondary supervisor, discernment committee, etc.)
- 3) Personal help to be used
(journaling, daily exercise, imagining, methods of prayer and personal study, mediation)

C. **Evaluation:** How did I do?

- 1) With Whom?
(Youth group, church, adult classes, supervisor, peer group, etc.)
- 2) What data?
(Case presentation, handouts, overheads, notes, system of organization, feedback sheets, etc.)
- 3) When?
(After each counseling session, every week, each month, at the end of the quarter, after a retreat, talk, or final project.)

¹ Adapted from David Augsburg's "Supervised Experience in Ministry: Pastoral Counseling"

The Apprenticeship Proposal & Learning Agreement

The Apprenticeship proposal is a covenant between supervisor, lay-coordinator, student and the Apprenticeships Department. The Proposal sets forth the student's primary and additional ministry responsibilities and time commitments, the mutual goals of the apprentice and supervisor for both ministry and learning, and establishes the supervision contract. At the end of the proposal is the Learning Agreement. All of the signatories of the Learning Agreement must agree on the goals.

An Apprenticeship Proposal form will be provided to the student that must be completed mutually (between student and supervisor) and submitted to the Apprenticeships Department. The Apprenticeship Proposal (with the attached Learning Agreement) is due by Friday of the fifth week of the quarter leading up to the apprentice's first quarter. Since there are varieties of student interests, congregational/institutional needs and pastoral styles, the terms of each proposal will necessarily be customized by the apprentice and supervisor, subject to approval by the Director of Apprenticeships. *The supervisor should keep a copy of the Apprenticeship Proposal for reference throughout the apprenticeship.*

Forms and Deadlines

1. For the *nine-month apprenticeship (AP501)*, there are four paperwork deadlines: the Proposal Packet, and the first, second, and third quarter evaluations.
2. For the *ten-week part-time apprenticeship (AP500)*, there are two deadlines: the Proposal/Learning Agreement and the Evaluation.
3. Fuller is on the ten-week, quarter system, with quarters starting roughly late September, early January, late March, and mid June. **It is up to the apprentice to remind you of the deadlines and get the paperwork in on time.**
4. *The Learning Agreement, included in the student proposal packet, is the controlling, covenantal document.* If you need to change any provisions, do so in quarterly increments.
5. *Evaluations* are due at the end of each quarter. You will need to meet with your apprentice to review each evaluation a week or two before it is due.
6. Your sensitivity to programmatic "crunch times" like retreats and mission projects is most appreciated by the student. The same goes for when the student has final exams.

Time Structure of Apprenticeships

All apprenticeships have three basic time requirements:

1. Eighty percent of the apprentice's time may be spent in the performance of her/his primary ministry assignments (e.g. high school ministry, adult education). *Ministry responsibilities should be realistic in terms of the student's time commitment to the apprenticeship.* Of this eighty percent, fifty percent must be active leadership and thirty percent may be comprised of preparatory work and observation of ministry. **Active leadership is defined by responsibilities that include oversight of people, projects, systems, and/or initiatives.** For further specific direction on activities that qualify as active leadership, contact the Apprenticeships Department.
2. In addition to the primary ministry responsibilities, she/he must be exposed to broader areas of ministry at the site at least twenty percent of the time (e.g. committee meetings, worship leadership, pastoral care, etc. - this is not an exhaustive list).
3. One hour per week is to be spent in *one-on-one conference* between the supervisor and apprentice. These meetings should include reflection upon the student's perceptions, experience, and progress in ministry; guidance regarding a variety of ministry situations; theological reflection concerning ministry issues and prayer. This meeting may be included as part of the apprentice's fifty percent of active leadership.

The following activities *do not* qualify for apprenticeship credit: research; clerical office work; set-up or audio-visual duties for church services; driving persons or delivering supplies; participation in (as opposed to leading) a small group, class, church service or meeting; music accompaniment other than worship leading, etc.

Types of Learning Outcomes Expected

It is expected that the student will be exposed to a variety of ministry experiences and encouraged to develop competency in some of these areas. The following list of learning opportunities is intended to assist both supervisor and student in the development of a Learning Agreement for an apprenticeship. It will also prove to be helpful to the church or organization as it develops a program description for an apprenticeship. Please note this is not an all-inclusive list but is to help in beginning to think about Learning Outcomes for you and your apprentice.

Worship Leadership

- Preaching in a worship setting.
- Participation in worship services, including reading of Scripture and leading in prayer.
- Planning and coordinating worship services.
- Preparation and administration of dedications, baptisms, communion, funerals and weddings (Observe or participate as church polity allows.).

Christian Education

- Planning/developing programs in at least one area of Christian Education (children, youth, adults).
- Recruitment, training and supervision of lay leaders.

Pastoral Care and Counseling

- Pastoral calls in homes and in hospitals

- Observation of and participation in congregational care programs (deacons, shepherd's programs, etc.).
- Pastoral counseling (observation and participation under supervision as appropriate).

Evangelism and Mission

- Parish evangelism.
- New member recruitment, training, reception and follow up.
- Involvement of the church in world mission.

Administration

- Establishing program goals and methods of evaluation for various ministries.
- Observation and/or participation in decision-making processes with the staff, church, board and committees.
- Observation and/or participation in conflict management.
- Management of personal time, including time for study, ministry, family and leisure.

Financial Management

- Participation and/or observation in the budget planning process.
- Participation and/or observation in the stewardship program.

Leadership Development

- Resourcing and empowering volunteers/laypersons or other staff members
- Mentoring
- Volunteer coordination

Community Development

- Cultivating cooperative partnerships to serve the needs of specific communities
- Listening to and discerning the needs of the community
- Creating projects, ministries, and/or initiatives to serve the community

Content Creation

- Development of multimedia resource materials
- Participation in editing process (e.g. publishing)
- Participation in brainstorming and execution of creative ideas

Contact Information

Supervisors should feel free to contact the Apprenticeships Department to discuss any questions, concerns or comments they may have regarding the apprenticeship process.

In addition, supervisors should feel free to contact the Apprenticeships Department regarding the progress or performance of the apprentice should the need arise.

Apprenticeships Department

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If questions or problems arise during an apprenticeship, students should contact the Apprenticeships Department:

For General Information:

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For problems that arise or specific questions:

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