

CBTS

Mentoring Manual



INFORMED SCHOLARSHIP • PASTORAL HEART

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CBTS Mentoring Overview

In 2 Timothy 2:2, the Apostle Paul instructs Timothy, stating, “The things which you have heard from me in the presence of many witnesses, entrust these to faithful men who will be able to teach others also.” At CBTS, we believe that the duty to train men for the Christian Ministry has been given by Christ to His church, especially her pastors. Part of the pastor’s calling is to give himself to training and mentoring the next generation of faithful men. Like Paul said to Timothy, pastors should be able to say to men they mentor, “You, however, have followed my teaching, my conduct, my aim in life, my faith, my patience, my love, my steadfastness, my persecutions and sufferings that happened to me...” (2 Tim. 3:10-11a). CBTS is committed to helping pastors in fulfilling this sacred task by coming alongside to provide encouragement, suggested structures, and flexible formats to assist pastors in their commitment to mentor the next generation of pastors.

The general expectations for mentors are laid out in our mentoring agreement. While there are a total number of hours of mentorship that are required for our students, we recognize that each student has differing levels of gifts, graces, and maturity. We encourage mentors to use their wisdom and discretion in how and when to begin the various aspects of these required areas of mentorship. The mentor should not feel obliged to begin every aspect of these requirements immediately. You will notice that some items may have a suggested number of hours for the student, but these hours are flexible and given as a suggestion. Our expectation is simply that every area be covered at some point before the student completes his program, and that the total number of required hours be met.



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MAPS/DPS: Pastoral Mentoring Agreement

The MAPS/DPS program involves a partnership between Covenant Baptist Theological Seminary and local churches. In addition to the 33 hours of academic instruction, the program mandates a minimum of 200 hours of pastoral mentoring and practical experience, overseen by one or more of the student's pastors. This character-molding, hands on aspect of training is structured around the biblical qualifications of 1 Timothy 3 and Titus 1 and includes an annual assessment of the student regarding his progress in godliness and service. Students must log their hours and provide a record to CBTS signed by their mentor.

Spiritual Maturity and Character

Quarterly Meetings: Student will meet with pastors at least once a quarter for assessment in spiritual maturity and character. Includes personal spiritual health, marriage, family, and witness to outsiders.

Preaching and Teaching

Preaching: Student will preach 8 times during the course of their program in some venue, preferably a worship service. Pastors will provide encouragement in strengths as well as constructive criticism for improvements for each sermon. (*Recommend at least 48 hours)

Teaching: Student will teach in an adult Sunday School or Bible study setting. If possible, feedback from class members is encouraged. (*Recommend at least hours)

Evangelism: Student will regularly engage unconverted people with a view to sharing the gospel outside of the church. These opportunities will be assessed by the pastors of the student at their quarterly meetings. (Recommend at least 16 hours)

*Preaching and Teaching hours include preparation time.

Other Pastoral Responsibilities

Worship Service Planning: Student will be taught how to coordinate all aspects of a worship service, including music, prayer, Scripture reading, and preaching. (Recommend 8 hours)

Pastoral Counseling: Student will sit in on pastoral counseling sessions when appropriate. This should include different types of counseling, and include pre-marital counseling. (Recommend 8 hours)

Weddings: Student will help his pastor as he prepares for a wedding. This should cover all aspects of a gospel-centered wedding. If there is no opportunity for this, the mentor should teach the student all that is involved in wedding preparation and coordination.

Funeral: Student will help his pastor as he prepares for a funeral. This should cover all aspects of a gospel-centered funeral. If there is no opportunity for this, the mentor should teach the student all that is involved in wedding preparation and coordination.

Ordinances: Student will observe the preparation and administration of baptism and the Lord's Supper. Discussion and explanation should include all aspects of the ordinances. (Recommend 4 hours)

Visitation: Student will go with pastor to visit church members and others when appropriate. This should include hospital visits, visiting shut-ins, and family visits. (Recommend 16 hours)

Hospitality: Student will open up his home at least once a quarter to host members in the church and those outside of the church for the purpose of evangelism and edification. (Recommend 8 hours)

Meetings: Student will attend pastor meetings and deacon meetings as possible. He should also learn how to lead in these meetings. (Recommend 20 hours)



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Pastoral Mentoring Agreement

The MAPS/DPS program involves a partnership between Covenant Baptist Theological Seminary and local churches. In addition to the 33 hours of academic instruction, the program mandates a minimum of 200 hours of pastoral mentoring and practical experience, overseen by one or more of the student's pastors. This character-molding, hands on aspect of training is structured around the biblical qualifications of 1 Timothy 3 and Titus 1 and includes an annual assessment of the student regarding his progress in godliness and service.

As a pastor of _____, I have read through the pastoral
(Student's Name)
mentoring expectations from Covenant Baptist Theological Seminary and agree to oversee the completion of these ministry requirements. I will submit an annual report to CBTS summarizing my assessment of this student regarding his progress in godliness and service. If I can no longer serve as a pastoral mentor, I promise to find a suitable replacement and to let CBTS know of this change.

(Pastor's Signature)

(Pastor's Name)

(Name of Church)

(Date Signed)

Master/Bachelor of Divinity: Pastoral Mentoring Agreement

The primary goal of CBTS is the training of future pastors. This training involves a partnership between Covenant Baptist Theological Seminary and local churches. In addition to the 92 hours of academic instruction, the program mandates a minimum of 500 hours of pastoral mentoring and practical experience, overseen by one or more of the student's pastors. This character-molding, hands on aspect of training is structured around the biblical qualifications of 1 Timothy 3 and Titus 1 and includes an annual assessment of the student regarding his progress in godliness and service.

This pastoral mentoring should expose the student to the full range of pastoral responsibilities and provide opportunity for practical experience and assessment from the mentor. Each semester, the mentor and student should develop an agreed upon plan concerning specific responsibilities and opportunities (some examples provided). The student is responsible to record the dates/hours, have them verified by their mentor, and submit them on CBTS Pathway by July of each year.

Spiritual Maturity and Character

Quarterly Meetings: Student will meet with pastors at least once a quarter for assessment in spiritual maturity and character. Includes personal spiritual health, marriage, family, and witness to outsiders.

Preaching and Teaching

Preaching: Student will be given opportunities to preach in some venue, preferably a worship service. Pastors will provide encouragement in strengths as well as constructive criticism for improvements for each sermon.

Teaching: Student will be given opportunities for regular teaching (for example, Adult Sunday School class or Bible Study). If possible, feedback from class members is encouraged.

Evangelism: Student will regularly engage unconverted people with a view to sharing the gospel outside of the church. These opportunities will be assessed by the mentor at their quarterly meetings.

*Preaching and Teaching hours include preparation time.

Other Pastoral Responsibilities

Worship Service Planning: Student will be taught how to coordinate all aspects of a worship service including music, prayer, Scripture reading, and preaching.

Pastoral Counseling: Student will sit in on pastoral counseling sessions when able. This should include different types of counseling, and include pre-marital counseling.

Weddings: Student will help his pastor as he prepares for a wedding. This should cover all aspects of a gospel-centered wedding.

Funeral: Student will help his pastor as he prepares for a funeral. This should cover all aspects of a gospel-centered funeral.

Ordinances: Student will observe the preparation and administration of baptism and the Lord's Supper. Discussion and explanation should include all aspects of the ordinances.

Visitation: Student will go with pastor to visit church members and others. This should include hospital visits, visiting shut-ins, and family visits.

Hospitality: Student will open up his home to host members in the church and those outside of the church for the purpose of evangelism and edification. These opportunities will be discussed with the pastors at their quarterly meetings.

Meetings: Student will attend pastor meetings and deacon meetings. He should also learn how to lead in these meetings.



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INFORMED SCHOLARSHIP • PASTORAL HEART

Training future pastors involves a partnership between Covenant Baptist Theological Seminary and local churches. In addition to the 94 hours of academic instruction, the program mandates a minimum of 500 hours of pastoral mentoring and practical experience, overseen by one or more of the student's pastors. This character-molding, hands on aspect of training is structured around the biblical qualifications of 1 Timothy 3 and Titus 1 and includes an annual assessment of the student regarding his progress in godliness and service.

As a pastor of _____, I have read through
(Student's Name)
the pastoral mentoring expectations from Covenant Baptist Theological Seminary and agree to
oversee the completion of these ministry requirements. I will submit an annual report to CBTS
summarizing my assessment of this student regarding his progress in godliness and service. If I can no
longer serve as a pastoral mentor, I promise to find a suitable replacement and to let CBTS know of this
change.

(Pastor's Signature)

(Pastor's Name)

(Name of Church)

(Date Signed)



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Master of Arts in Pastoral Studies: Mentoring Agreement for Current Pastors

The primary goal of CBTS is the training of pastors. We recognize that some of our students are already currently engaged in pastoral ministry. While already involved in the work of the ministry, these students would also benefit from the wisdom and experience of pastors who have served in pastoral ministry for a longer period of time. Thus, students who are currently pastors are to seek out a more experienced pastor to be their mentor. If a local mentor cannot be found, the mentor relationship may be conducted at a distance.

The student and his mentor should meet quarterly (either in person or through telephone and/or video conferencing) to discuss both aspects of spiritual maturity (including personal spiritual health, marriage, family, and witness to outsiders) and ministry competency (preaching, teaching, counseling, worship service planning, visitation, weddings, funerals, leading various meetings, etc.). The mentor is also expected to listen to 6 sermons over the course of the student's time of study and provide helpful feedback to the student.



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Pastoral Mentoring Agreement

Training pastors involves a partnership between Covenant Baptist Theological Seminary and local churches. In addition to the 35 hours of academic instruction, the program mandates that students who are currently pastors glean from a pastoral mentor who has greater experience in the ministry.

As a mentor of _____, I have read through the pastoral
(Student's Name)
mentoring expectations from Covenant Baptist Theological Seminary and agree to oversee the
completion of these ministry requirements. I will submit an annual report to CBTS summarizing
my assessment of this student regarding his progress in godliness and service. If I can no longer
serve as a pastoral mentor, I promise to find a suitable replacement and to let CBTS know of this
change.

(Pastor's Signature)

(Pastor's Name)

(Name of Church)

(Date Signed)



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Master/Bachelor of Divinity: Pastoral Mentoring for Current Pastors

The primary goal of CBTS is the training of pastors. We recognize that some of our students are already currently engaged in pastoral ministry. While already involved in the work of the ministry, these students would also benefit from the wisdom and experience of pastors who have served in pastoral ministry for a longer period of time. Thus students who are currently pastors are to seek out a more experienced pastor to be their mentor. If a local mentor cannot be found, the mentor relationship may be conducted at a distance.

The student and his mentor should meet quarterly (either in person or through telephone and/or video conferencing) to discuss both aspects of spiritual maturity (including personal spiritual health, marriage, family, and witness to outsiders) and ministry competency (preaching, teaching, counseling, worship service planning, visitation, weddings, funerals, leading various meetings, etc.). The mentor is also expected to listen to 12 sermons over the course of the student's time of study, and provide helpful feedback to the student.



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Training pastors involves a partnership between Covenant Baptist Theological Seminary and local churches. In addition to the 94 hours of academic instruction, the program mandates that students that are currently pastors glean from a pastoral mentor who has greater experience in the ministry.

As a mentor of _____, I have read through the pastoral
(Student's Name)
mentoring expectations from Covenant Baptist Theological Seminary and agree to oversee the
completion of these ministry requirements. I will submit an annual report to CBTS summarizing
my assessment of this student regarding his progress in godliness and service. If I can no longer
serve as a pastoral mentor, I promise to find a suitable replacement and to let CBTS know of this
change.

(Pastor's Signature)

(Pastor's Name)

(Name of Church)

(Date Signed)



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Recommended Resources

Recommended Books for the Mentor on Mentoring

Croft, Brian. *Prepare Them to Shepherd: Test, Train, Affirm, and Send the Next Generation of Pastors*. Grand Rapids: Zondervan, 2014.

Marshall, Colin. *Passing the Baton: A Handbook for Ministry Apprenticeship*. Australia: Methias Media, 2007.

Newton, Phil. *The Mentoring Church: How Pastors and Congregations Cultivate Leaders*. Grand Rapids: Kregel, 2017.

*This book contains an appendix with an extensive list of suggested books for pastoral training.

Sanchez, Juan. *The Leadership Formula: Develop the Next Generation of Leaders in the Church*. Nashville, TN: B&H Publishing, 2020.

Recommended Books to Use in Mentoring

Croft, Brian and James Carroll. *Practically Trained Pastors: A 52-Week Field Guide for Ministry in the Trenches*. England: Evangelical Press, 2021.

*This book provides a one-year guide to use in pastoral training and mentoring that covers all aspects of pastoral ministry and references other books from *Practical Shepherding*. There are also five-minute videos available online of Brian and James discussing the topic for each week.

Spiritual Maturity and Character

Beeke, Joel and Terry D. Slachter. *Encouragment for Today's Pastors: Help from the Puritans*. Grand Rapids: Reformation Heritage Books, 2013.

Croft, Brian and Jim Savastio. *The Pastor's Soul: The Call and Care of an Undershepherd*. England, Evangelical Press, 2018.

Croft, Brian and Cara Croft. *The Pastor's Family: Shepherding Your Family through the Challenges of Pastoral Ministry*. Grand Rapids: Zondervan, 2013.

Martin, Albert N. *Pastoral Theology: The Man of God: His Calling and Godly Life*. Volume 1. Montville, NJ: Trinity Pulpit Press, 2018.

*The audio lectures of this material is available online at
https://www.sg-audiotreasures.org/am_ptheology.htm

Preaching, Teaching, and Evangelism

Beeke, Joel. *Reformed Preaching: Proclaiming God's Word from the Heart of the Preacher to the Heart of His People*. Wheaton: Crossway, 2018.

Johnson, Dennis E. *Him We Proclaim: Preaching Christ from All of Scripture*. Phillipsburg, NJ: P&R, 2007.

Lloyd-Jones, D. Martyn. *Preaching and Preachers*. Grand Rapids: Zondervan, 2011.

Martin, Albert N. *Pastoral Theology: The Man of God: His Preaching and Teaching Labors*. Volume 2. Montville, NJ: Trinity Pulpit Press, 2018.

Stiles, J. Mack. *Evangelism: How the Whole Church Speaks of Jesus*. Wheaton: Crossway, 2014.

Pastoral Ministry

Bridges, Charles. *The Christian Ministry with An Inquiry into the Causes of its Inefficiency*. Carlisle, PA: Banner of Truth, 1967 reprint; from 1830 edition.

Croft, Brian. *The Pastor's Ministry: Biblical Priorities for Faithful Shepherds*. Grand Rapids: Zondervan, 2015.

_____. *Visit the Sick: Ministering God's Grace in Times of Illness*. Grand Rapids: Zondervan, 2014.

Croft, Brian and Bryce Butler. *Oversee God's People: Shepherding the Flock through Administration and Delegation*. Grand Rapids: Zondervan, 2015.

Croft, Brian and Ryan Fullerton. *Pray for the Flock: Ministering God's Grace through Intercession*. Grand Rapids: Zondervan, 2015.

Croft, Brian and Phil Newton. *Conduct Gospel-Centered Funerals: Applying the Gospel at the Unique Challenges of Death*. Grand Rapids: Zondervan, 2014.

Croft, Brian and Austin Walker. *Caring for Widows: Ministering God's Grace*. Wheaton: Crossway, 2015.

Martin, Albert N. *Pastoral Theology: The Man of God: His Shepherding, Evangelizing, and Counseling Labors*. Volume 3. Montville, NJ: Trinity Pulpit Press, 2020.

Spurgeon, Charles. *Lectures to My Students*. Pasadena, TX: Pilgrim Publications, 1990 reprint; from 1881 edition.

Tautges, Paul. *Comfort the Grieving: Ministering God's Grace in Times of Loss*. Grand Rapids: Zondervan, 2014.



Pastoral Mentoring Log for _____ during Fall/Spring of _____

(Date Signed)

This is just an example of what one of our mentors drew up. We do not demand this much length or detail. You may find it useful for ideas for you and your student.

Annual Evaluation Form Example

Reference Evaluation form to be completed by the mentor concerning the student.

**General
Information**

Fill out the information indicated in the below table.

Field	Detail
Your Name (Please Print)	
Your Position in Church	
Name of Student	
Dates of Student's ministry	From: To:
Church Name	
Address	
Your Signature	

I. Christian Experience

A. Describe the nature of your involvement with the student during his ministry. You may continue your responses on the back of the page.

Continued on next page

Annual Evaluation Form, Continued

I. Christian Experience, Continued

B. Please reflect briefly on the quality of the intern's involvement in the following areas:

1. Preaching
 2. Small group Bible studies
 3. Sunday School
 4. Counseling
 5. Visitation
 6. Evangelism
 7. Other
-

II. Gospel Ministry

A. Please answer the following three questions relating to gospel ministry.

1. Would you recommend that he be ordained to the gospel ministry?
 2. If you have hesitations, what things do you feel must be accomplished before you could recommend him?
 3. Are there any additional comments you would like to make?
-

Continued on next page

Annual Evaluation Form, Continued

III. Personal Development

Purpose

The purpose of this section is to assist in evaluating the development of the student as a person. It is a checklist to help identify potential areas for future development. Circle the number that best identifies the place where you see the student on the scale. (You may add comments in the space under each question.)

1. How do you evaluate the student's spiritual growth during the time of his ministry?

Deteriorating -3 -2 -1 +1 +2 +3 Much Progress

2. Was the student able to establish meaningful relationships with non-Christians?

With great difficulty -3 -2 -1 +1 +2 +3 With great ease

3. Did he take initiative in ministering to others?

Not at all -3 -2 -1 +1 +2 +3 Very often

4. How well did he receive criticism?

Poorly -3 -2 -1 +1 +2 +3 Very well

5. Degree of satisfaction and fulfillment the student has had in carrying out his ministry:

Unfulfilled drudgery -3 -2 -1 +1 +2 +3 Very satisfying & fulfilling

Continued on next page

Annual Evaluation Form, Continued

III. Personal Development, Continued

6. Overall how do you feel the people responded to his ministry?

Critically -3 -2 -1 +1 +2 +3 Enthusiastically

7. When the student admonished others, was it perceived by others as having been done with a loving spirit?

Almost never -3 -2 -1 +1 +2 +3 Nearly always

8. Evaluate the student's ability to make and implement plans for personal growth:

Unable -3 -2 -1 +1 +2 +3 Very able

9. In general, how well did he express himself?

With difficulty -3 -2 -1 +1 +2 +3 Very well

10. How does he respond to others' advice?

Unduly influenced -3 -2 -1 +1 +2 +3 Responsibly considers it

11. Did he give expressions of encouragement to other Christians?

Very seldom -3 -2 -1 +1 +2 +3 Very frequently

12. To what extent has he been able to withstand pressure and remain calm in crisis situations?

Not at all -3 -2 -1 +1 +2 +3 To a great extent

13. How well did the applicant relate to other Christians in your church?

Poorly -3 -2 -1 +1 +2 +3 Excellently

Continued on next page

Annual Evaluation Form, Continued

III. Personal Development, Continued

14. How well does he manage his time?

Poorly	-3	-2	-1	+1	+2	+3	Very well
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15. Does he communicate respect for the views of those who differ with him?

Ineffectively	-3	-2	-1	+1	+2	+3	Very effectively
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16. How does he respond to assuming added responsibilities?

Reluctantly	-3	-2	-1	+1	+2	+3	Eagerly
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17. How do you feel the applicant handles situations where people differ with him?

Poorly	-3	-2	-1	+1	+2	+3	Very well
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18. Does he seem comfortable when placed in positions of leadership?

Very comfortable	-3	-2	-1	+1	+2	+3	Very uncomfortable
------------------	----	----	----	----	----	----	--------------------

19. Was the student able to demonstrate personal concern and love for those who differed with his views?

Poorly	-3	-2	-1	+1	+2	+3	Very well
--------	----	----	----	----	----	----	-----------

20. The student's ability to make decisions is:

Poor	-3	-2	-1	+1	+2	+3	Excellent
------	----	----	----	----	----	----	-----------

21. How does he respond to being under authority?

With resentment	-3	-2	-1	+1	+2	+3	With willing acceptance
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Continued on next page

Annual Evaluation Form, Continued

III. Personal Development, Continued

22. DO people seek out the student for counsel for their personal problems?

Very seldom	-3	-2	-1	+1	+2	+3	Frequently
-------------	----	----	----	----	----	----	------------

23. How did the student receive advice from others?

Ungraciously	-3	-2	-1	+1	+2	+3	Graciously
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24. To what extent do others desire the company of the student?

They avoid it	-3	-2	-1	+1	+2	+3	They seek it
---------------	----	----	----	----	----	----	--------------

25. How well does the student relate to men of his own age?

With difficulty	-3	-2	-1	+1	+2	+3	Very well
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26. How well does he relate to men who are older?

With difficulty	-3	-2	-1	+1	+2	+3	Very well
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27. How well does he relate to women of his own age?

With difficulty	-3	-2	-1	+1	+2	+3	Very well
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28. How well does he relate to women who are older?

With difficulty	-3	-2	-1	+1	+2	+3	Very well
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29. How well does he relate to teenagers?

With difficulty	-3	-2	-1	+1	+2	+3	Very well
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Continued on next page

Annual Evaluation Form, Continued

III. Personal Development, Continued

30. How well does he relate to children?

With difficulty	-3	-2	-1	+1	+2	+3	Very well
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31. How well does he meet new people?

With difficulty	-3	-2	-1	+1	+2	+3	With ease
-----------------	----	----	----	----	----	----	-----------

32. How do people respond to his leadership?

Reject	-3	-2	-1	+1	+2	+3	With ease
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33. Did he seem to enjoy meeting new people?

Not at all	-3	-2	-1	+1	+2	+3	Very much
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34. How do you think the student feels about entering the pastoral ministry?

He is not sure	-3	-2	-1	+1	+2	+3	He is firmly convicted
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(FOR MARRIED APPLICANTS)

35. How did the student manage his time between home and church?

Poorly	-3	-2	-1	+1	+2	+3	Very well
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36. In general, how do you evaluate his relationship with his wife?

Poor	-3	-2	-1	+1	+2	+3	Excellent
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Continued on next page

Annual Evaluation Form, Continued

III. Personal Development, Continued

37. Did the quality of the student's relationship with his wife appear to change during the year?

Greatly deteriorating -3 -2 -1 +1 +2 +3 Really improved

38. Write two words that describe the student's relationship with his wife:

39. Write two words that describe the student's relationship with his children (if applicable):

40. How does the student's wife feel about his entering the pastoral ministry?

Much reservation -3 -2 -1 +1 +2 +3 Enthusiastic & supportive

SERMON EVALUATION FORM

STUDENT _____

DATE _____

ORGANIZATION

Introduction

Does it get attention?	1	2	3	4	5
Does it set up the main point?	1	2	3	4	5
Is the proposition stated in some form?	1	2	3	4	5

Structure

Is the overall structure clear?	1	2	3	4	5
Does the proposition relate to all points?	1	2	3	4	5
Are transitions clear and smooth?	1	2	3	4	5
Are the points related to one another?	1	2	3	4	5
Are sub-points related to the main points?	1	2	3	4	5

Conclusion

Does the sermon build to a climax?	1	2	3	4	5
Is there an adequate summary of ideas?	1	2	3	4	5
Does the audience know what to do?	1	2	3	4	5

CONTENT

Main Material

Is the sermon built on the text?	1	2	3	4	5
Is the text set in its context sufficiently?	1	2	3	4	5
Is appropriate application made clearly?	1	2	3	4	5
Is the subject significant?	1	2	3	4	5
Does the sermon teach the meaning of the passage?	1	2	3	4	5

Supporting Material

Is supporting material related to the proposition?	1	2	3	4	5
Is supporting material interesting?	1	2	3	4	5
Is supporting material relevant to the audience?	1	2	3	4	5

Style

Does the speaker use proper grammar?	1	2	3	4	5
Is the vocabulary vivid and comprehensible?	1	2	3	4	5
Does the style put the audience at ease?	1	2	3	4	5

DELIVERY

Personal

Does the speaker relate well to the audience?	1	2	3	4	5
Is his delivery appropriate for his subject matter?	1	2	3	4	5
Are words pronounced correctly?	1	2	3	4	5

Oral

Is his voice easy to listen to?	1	2	3	4	5
Is there vocal variety in pitch?	1	2	3	4	5
Is there vocal variety in volume?	1	2	3	4	5
Does the speaker avoid verbal bridges?	1	2	3	4	5

Physical

Is the entire body appropriately involved?	1	2	3	4	5
Are gestures appropriate?	1	2	3	4	5
Is the countenance appropriate to the subject matter?	1	2	3	4	5
Are distracting mannerisms avoided?	1	2	3	4	5
Is his posture good?	1	2	3	4	5
Was appropriate eye contact made?	1	2	3	4	5

EFFECTIVENESS

Does the sermon meet needs?	1	2	3	4	5
Did the sermon <i>feel</i> like a dialogue?	1	2	3	4	5
Does the sermon mine the theological content of the passage?	1	2	3	4	5
Does the audience leave understanding this passage?	1	2	3	4	5
What is the overall impression of the sermon?	1	2	3	4	5

TOTAL POINTS _____

GRADE (PTS/200) _____

				PREACHING EVALUATION
Excellent	Good	Needs Improvement	Needs Special Attention	Name of Preacher _____ Evaluation by _____
				Title
				Oral Interpretation
				Hermeneutics
				Introduction
				Body of the Message (Structure - outline)
				(Explanation of the text)
				(Illustration)
				(Application)
				(Transitional sentences)
				Conclusion
				Style (Clarity)
				(Force)
				(Human Interest)
				Body Language (Gestures)
				(Appearance, Posture and Mannerisms)
				(Eye Contact and Facial Expressions)
				Vocal Production and Variation

Composite
Evaluation
(Check One)

Pronunciation

Grammar

Stock Phrases

Excellent

Good

Needs Improvement

Needs Special Attention

This is simply an example of what one mentor created to set clear and definitive goals for the student. We do not require a learning agreement from mentors.

Semester Learning Agreement Form Example

Description This worksheet is to be completed by the mentor and student at the beginning of each semester to facilitate an agreed upon plan.

I. Ministry

C. Goals of the Ministry (What do you want to see happen to people or programs as a result of the student having been with you?) List at least three measurable goals.

D. Ministry Responsibilities (How will this be accomplished?) List primary assignments that facilitate the goals listed above.

	Ministry Responsibilities	Time Per Week (Including Prep)
1.		
2.		
3.		
4.		
5.		
6.		

Continued on next page

Semester Learning Agreement Form, Continued

I. Ministry, Continued

Evaluation

(How will you know if it happened?) Describe briefly your method of assessing progress toward goals.

II. Learning Plan (Involvement of at least two hours per week.)

B. Goals of the Learner for Preparation for Ministry

(WHAT do you want to see happen as a result of being mentored?)

In the below table, list the specific skills to be learned in order to carry out the ministry assignment, areas of ministry outside primary assignment where experience will be gained, and the personal growth by student.

Type	Details
Specific Skills	
Competency in Ministry	

Continued on next page

Semester Learning Agreement Form, Continued

II. Learning Plan, Continued

Goals of the Learner for Preparation for Ministry (continued)

Type	Details
Personal Growth	<u>Goals for Personal Development</u>
	<u>Attitudes/Relationships in Ministry</u>

D. Program for Learning Experience

(HOW and WHEN will these experiences take place?)

In the below table list the student assignments.

Assignment	How/When

E. Evaluation

B. (HOW will the learner's progress toward learning goals be assessed?)

Continued on next page

Semester Learning Agreement Form, Continued

III. Supervision

**C. Goals of
Quarterly
Meeting** (Reflection/Evaluation, Information/Support)

D. Structure (WHEN and HOW will the meeting take place?)
