



Association for
Theological Field Education

ATFE Exemplary Theological Field Education Supervisor-Mentor Award

In recognition that quality supervision and mentoring fosters formational theological field education experiences, the Association for Theological Field Education (ATFE) seeks to recognize those outstanding exemplars. The recognition is an honor that ATFE joyfully confers with gratitude.

Qualifications

The nominee must:

- Have supervised and mentored a student during the last five years.
- Have consistently evidenced best practices in supervision and mentoring as described in “Excellence in Supervision” in the journal *Reflective Practice*, Vol. 40, 2020.
- Have consistently participated in the orientation, training, and support opportunities provided supervisor-mentors by their nominating theological school, seminary or divinity school.

The Nominating Process

Each ATFE member school may nominate one supervisor-mentor per academic year.

Completed applications are due by September 15. Submissions beyond this date will not be considered until the following year.

- The nomination form must be completed by the field education program director.
- The submitted application may include a letter of support by a student supervised and mentored by the nominee.
- The application should include a letter of support for the nominee by the director of the field education/contextual education program.
- All material for the application must be submitted at one time.

The nominating program will be notified by email of receipt of their application and if/when awardees are selected, or if additional information is needed to make a determination.

Awardees will be named and honored on the ATFE website and in the journal *Reflective Practice*. It is also our hope that the awardees will be appropriately honored by the nominating programs. Those supervisor-mentors selected for the award will be mailed a certificate of recognition signed and dated by the ATFE Steering Committee Chair.

Domains of Exemplary Theological Field Education Supervisor-Mentor Practices

Three domains are being considered in making the award of Exemplary Theological Field Education Supervisor-Mentor. The twenty-five items identified in the nomination for ranking on a 1-5 scale correlate with the three domains.

1. The Nominee demonstrates a strong commitment to the role of supervision and mentoring in partnership with the theological school, seminary, or divinity school.
 - Participates in the field education orientation, trainings, and other supportive workshops offered by your program.
 - Takes enough time to honor the commitments made to your school and to the student.
 - Completes evaluations and discusses them with the student and submits them by the school's deadline.
 - Invites feedback from their student.

2. The Nominee models exemplary ministerial leadership and ethical qualities in supervision and mentoring.
 - Practices collegiality grounded in a sense of participating in a community of practice.
 - Models engagement in professional development.
 - Models ministerial leadership practices and encourages the student to practice these.
 - Shares ministerial wisdom generously.
 - Models good conflict-resolution skills.
 - Encourages and models a Sabbath practice and self-care.

3. The Nominee establishes a strong working relationship with their student that promotes student-centered learning.
 - Demonstrates a willingness to give priority to the learning, formation, and the needs of the student.
 - Is flexible within the form of the program for the sake of student formation.
 - Is available and approachable, building trust with the student while establishing appropriate boundaries.
 - Shows a welcoming spirit that includes making time to orient the student to context.
 - Evidences a permission-giving spirit, encouraging the student's eagerness to explore.
 - Takes initiative on behalf of the student to insure "learning by doing" opportunities.
 - Practices patience with empathy when students engage new ministry experiences.
 - Provides feedback that is honest and specific, naming strengths and growing edges.
 - Affirms and celebrates the student and their call and engages for vocational clarity.
 - Takes a personal interest in the student as a human being.
 - Is supportive of students when they find themselves in difficult situations and is an advocate when needed.
 - Shows hospitality when doing theological reflection and a generous and ecumenical spirit.
 - Exercises their capacity as coach to foster growth towards competence.
 - Provides prayerful support, praying with and for the student.



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Exemplary Theological Field Education Supervisor-Mentor Practices

FE Director/Institution _____ Nominee _____

As a supervisor-mentor for our school/institution and as a ministerial leader our nominee:

(1 low, 5 high, 0 not applicable)

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|-------------------|---------------------------------------------------------------------------------------------------------------------|
| <u>Choose 0-5</u> | Participates in the field education orientation, trainings, and other supportive workshops offered by your program. |
| <u>Choose 0-5</u> | Demonstrates a willingness to give priority to the learning, formation, and the needs of the student. |
| <u>Choose 0-5</u> | Is flexible within the form of the program for the sake of student formation. |
| <u>Choose 0-5</u> | Practices collegiality grounded in a sense of participating in a community of practice. |
| <u>Choose 0-5</u> | Takes enough time to honor the commitments made to your school and to the student. |
| <u>Choose 0-5</u> | Models engagement in professional development. |
| <u>Choose 0-5</u> | Completes evaluations and discusses them with the student and submits them by the school's deadline. |

As a supervisor-mentor in the ministry setting with the student(s), our nominee:

- | | |
|-------------------|-----------------------------------------------------------------------------------------------------------|
| <u>Choose 0-5</u> | Is available and approachable, building trust with the student while establishing appropriate boundaries. |
| <u>Choose 0-5</u> | Shows a welcoming spirit that includes making time to orient the student to context. |

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|-------------------|-------------------------------------------------------------------------------------------------------------|
| <u>Choose 0-5</u> | Evidences a permission-giving spirit, encouraging the student's eagerness to explore. |
| <u>Choose 0-5</u> | Takes initiative on behalf of the student to insure "learning by doing" opportunities. |
| <u>Choose 0-5</u> | Practices patience with empathy when students engage new ministry experiences. |
| <u>Choose 0-5</u> | Provides feedback that is honest and specific, naming strengths and growing edges. |
| <u>Choose 0-5</u> | Affirms and celebrates the student and their call and engages for vocational clarity. |
| <u>Choose 0-5</u> | Takes a personal interest in the student as a human being. |
| <u>Choose 0-5</u> | Is supportive of students when they find themselves in difficult situations and is an advocate when needed. |
| <u>Choose 0-5</u> | Respects the confidentiality of the communications with the student. |
| <u>Choose 0-5</u> | Shows hospitality when doing theological reflection and a generous and ecumenical spirit. |
| <u>Choose 0-5</u> | Exercises their capacity as coach to foster growth towards competence. |
| <u>Choose 0-5</u> | Models ministerial leadership practices and encourages the student to practice these. |
| <u>Choose 0-5</u> | Shares ministerial wisdom generously. |
| <u>Choose 0-5</u> | Models good conflict-resolution skills. |
| <u>Choose 0-5</u> | Encourages and models a Sabbath practice and self-care. |
| <u>Choose 0-5</u> | Provides prayerful support, praying with and for the student. |
| <u>Choose 0-5</u> | Invites feedback from their student. |

Please make additional comments in your nominating letter.