

**EXAMINATION FOR PROVISIONAL (RESIDENCY)
MEMBERSHIP
NORTH ALABAMA ANNUAL CONFERENCE**

SECTION B: PRACTICE OF MINISTRY

GENERAL INSTRUCTIONS:

1. Read all directions carefully before you begin your work.

PASTORAL CARE SITUATION

Save as PatsiosCpcs

Describe a home visit, hospital visit or death ministry-counseling situation, etc., with one or more persons that reflect your pastoral care style. What did you learn? Give substantive, but concise, reflection of this encounter and the final outcome.

SERMON INSTRUCTIONS

Save as PatsiosCser

(Required of all on elder track and for all who expect to have preaching responsibilities)

1. Submit (1) copy on a DVD or a YouTube link of a sermon you have recently preached. **Save the provided Background Information Sheet as a separate document using this format: last name, first initial Sbkgd [for Sermon Background] example: PatsiosCSbkgd.** If a church bulletin or order of service was used, include a copy of it. Make sure your name is on all of your material. **(Save your sermon as: last name, first initial, Ser [for Sermon] example: PatsiosCSer**
2. Record the sermon during a worship service with a congregation present. Include the entire service on the DVD or YouTube link. It is important that you provide a high quality recording so that the committee can clearly see and hear the sermon and the congregation's response in a live setting. Provide **seven (1) copies** of the DVD if you are not sending a YouTube link. **Mark the DVD with your name and the date.** Special instructions below for DVDs:
 - Before submitting your DVDs, download the VLC player at <http://www.videolan.org/vlc/index.html> and test your sermon DVD. If it will not play on the VLC player, then it will most likely not play for your presenter and readers.
 - Do not put a label on your DVD. Write your name, date of sermon and title of the sermon on the DVD with a sharpie. The printed labels cause problems with viewing the DVD.
 - Put each DVD in a case for protection.
3. **The text for your sermon can be any of this years lectionary passages for season of Pentecost.** The sermon should be new and should communicate the Word that God is expressing to your listeners through this text.
4. The sermon will be evaluated on content and delivery. Attention will be paid to scriptural exegesis, theological development, logical flow of ideas, vivid illustrations, voice quality, eye contact, animation, and grammar. The sermon should reflect your best effort and the style you are most comfortable with and normally use.

INSTRUCTIONS FOR DEACON CANDIDATES

If your appointment is to the local church:

1. If you expect to take any preaching responsibilities, submit a sermon using the same instructions as the elder candidates. (See first page of Section B)
2. OR: Submit **1 copies of a DVD or a YouTube link** at least thirty (30) minutes in length showing how you Proclaim the Word within the context of your ministry (your practice of ministry in action). A three-five (3-5) page paper explaining the recorded event (not staged re-enactment) and giving an overview of your entire ministry should be saved on the DVD.

If your appointment would not easily allow response to either #1 or #2:

3. Respond in depth (using specific examples from your own ministry) to these questions:
 1. What is your understanding of your call to servant ministry as expressed in the Deacon in Full Connection?
 2. Describe the connection between work and worship in the ministry of the deacon.
 3. What is your understanding of the deacon's appointment by a bishop according to the provisions of the *Book of Discipline*?
 4. What is the meaning of ordination in the context of the general ministry of the church?
 5. Describe in what ways you will, as a deacon, lead and support the congregation in its servant ministry and equip all baptized Christians for their ministry?
 6. In what ways will you, as a deacon, seek to express the ministry of compassion and justice as you assist laypersons in claiming their own ministry?
 7. In what ways will you as a deacon help to connect the needs of the world and the gifts of the congregation?
 8. What are the rights and responsibilities of conference membership in full connection?

BACKGROUND INFORMATION SHEET

for
Save as PatsiosCSbkgd

(Staple to sermon manuscript and label each tape with your name and date)

NAME OF CANDIDATE _____

BIBLICAL PASSAGE _____ DATE PREACHED _____

SERMON TITLE _____

SERMON PREACHED FOR: Provisional Membership ___ Associate Membership ___
Full Connection _____

1. Describe briefly the setting in which the sermon was preached (nature of the congregation; concern to which the sermon was addressed; type of service where sermon was delivered--e.g. Sunday morning or evening, special service, etc.):

2. State in one sentence the message you sought to convey in this sermon.

3. How much preaching experience have you had to this point in your ministry?

The following "Guideline for Evaluating A Sermon" is included for your assistance only. You do not have to complete it. This is the tool used by board members to evaluate the sermon.

GUIDELINE FOR EVALUATING A SERMON

Overall impression of sermon

Faithfulness to text

Scriptural and theological integrity

How does sermon communicate the Gospel of Jesus Christ?

Logical flow of ideas

Use of illustrations

Application to contemporary life (address question of "So what?")

Introduction and conclusion

Invitation or challenge to the congregation

GUIDELINE FOR EVALUATING A SERMON (Con'd)

Original and fresh

Appropriate to context

Appropriate to preacher

Grammar

Diction: volume, clarity, mannerisms ("you know," "uh," etc.)

Eye contact

Hand/body gestures and expression

BIBLE STUDY
(Required of all candidates)
PatsiosCbs

1. Prepare an outline for a 4-6 week Bible study for a specific group or class. You may choose any book of the Bible you wish.
2. Describe the group for whom the study is prepared. Who are they? What do you know about their Biblical and theological understandings? What questions do you anticipate their bringing to this study? How does their personal orientation affect the teaching/learning processes you will choose?
3. List your expectations and goals in leading the study. What do you expect participants (including yourself) to learn? What might you learn from the group? How do you expect participants to grow or change? What might happen to you?
4. Develop an in-depth lesson plan for one session of the study.
 - a. What are your hopes and expectations for this session?
 - b. What will be the physical setting for the session? How will the meeting place be arranged? Why?
 - c. What teaching methods will you use?
 - d. What theological themes will be covered? What place will critical study of the Bible have in the group session?
 - e. What opportunities will be provided for participants to connect the insights of the study to their lives?
 - f. What is your role- teacher, facilitator, participant, other?
5. List the references/sources you have used in developing the Bible study. What resources will you recommend to the participants?

BIBLE STUDY BREAK DOWN

Preaching and Teaching evaluators should prepare a one-page assessment of the Bible Study and provide copies for every member of their Small Interview Group based on the following instructions to the candidate (and commentary).

1. **Prepare a teaching plan for a 4-6 week Bible Study for a specific group or class. You may choose any Book of the Bible or any part of a book you wish.**

Is it a reasonable study for that short a term? Is the focus specific enough? e.g. a four-week study on Revelation vs. a four-week study on the Beatitudes.)

2. **Describe the group for whom the Study is planned. Who are they? What do you know about their Biblical and theological understandings? What questions do you anticipate their bringing to this study? How does who they are affect the teaching/learning process you will choose?**

Do they understand their audience? Are they using appropriate vocabulary, life references, illustrations, etc. for that group? (e.g. A study for Middle School youth that uses words like eschatological, apocalyptic and omnipresence.)

How appropriate are the teaching/learning processes used for that group? e.g. Using lecture format with overheads, charts and maps for a young mom's group.

3. **List your expectations and goals in leading the Study. What do you expect the participants (including yourself) to learn? How do you expect the participants to grow or change? What might happen to you?**

Are the goals realistic? e.g. "Students will be able to explain the mysteries of Revelation after this four week study."

Are they aimed toward information or transformation? e.g. "I expect by the end of the four weeks the students will be able to remember most of the Beatitudes." vs. "I expect students will be able to articulate the blessings in their own lives after studying the Beatitudes.")

Do they expect to learn anything from the students?

4. Write a teaching plan for all sessions of the Study.

For EACH session they should provide title, topic, scripture assignment and general objectives.

Develop an in-depth lesson plan for one session.

This should be detailed enough that anyone could pick it up and teach from it.

a. What are your hopes and expectations for this session?

See comments on #3

b. What will be the physical setting for the session? How will the meeting place be arranged? Why?

Does their arrangement promote interaction and inclusiveness?

c. What teaching methods will you use?

Lecture, discussion, open-ended questions, journaling, creative response, group break outs, video, Power Point, overheads, music, internet use, memorization, handouts, fill-in-the-blank sheets, homework, reports, etc.

d. What theological themes will be covered?

Are the themes and scriptures consistent? Are the themes too broad/narrow?

What place will critical study of the Bible have in the group session?

How much will the Bible be used as primary text vs. commentaries, the Study itself, and outside resources.

e. What opportunities will be provided for participants to connect the insights of the study to their lives?

'Life application' parts: commitment cards, written responses, altar calls, and opportunities to articulate "Because of this Study I will go and do...."

5. List references and sources you have used in developing the Bible Study. What resources will you recommend to the participants?

Are the resources ones the students can actually get? Are they appropriate?

The following "Bible Study Evaluator's Comment Sheet" and "Bible Study Break Down" are included for your assistance only. You do not have to complete it. These are tools used by board members in evaluating the Bible study.

Bible Study Evaluator's Comment Sheet

Candidate's Name: _____

Is this a reasonable study for a four to six week period? Is the focus specific enough?

Does he/she understand the audience? Is he/she using appropriate vocabulary, life references, illustrations, etc. for that group?

How appropriate are the teaching/learning processes used for the selected group?

Are the goals realistic? Are the goals aimed toward information or transformation?

Were the titles, topics, scripture assignments and general objectives provided for each session appropriate?

Evaluate the in depth session: is it detailed enough? Were appropriate teaching methods used? Was the theology sound? Was the Bible used appropriately? Was life application included?

General Comments:
