

Internship Process: Planning Worksheets

Ministry Formation Department



Purpose

For we are God's workmanship, having been created in Christ Jesus for good works that God prepared beforehand so that we may do them. Ephesians 2:10

Since most people do not take the time to think systematically about the future, those who do—and who base their strategies and actions on their visions—have inordinate power to shape the future.

B. Nanus, *Visionary Leadership*

Reflection and practice remain the chief purpose of this Internship. They represent the key vehicles to the learning process where integration and development occur. However, DTS students and their mentors also express frustration when the learning process lacks clarity. Completing these worksheets helps 1) state the Internship's intent and activities, and 2) enables everyone involved in the process to know and fulfill expectations. **This proposal should be mutually negotiated and accepted by the student and each Mentor before the DTS Ministry Formation Department's consultation. This document should be typed, not handwritten.**

General Information

Name of Student: **Michael Griffith Banks**

Name of Mentor and Title: **Dr. Robert Chisholm**

Name of Internship/Residency site (no abbreviations): **Dallas Theological Seminary**

Degree Plan: **ThM (Masters in Theology)**

Emphasis/Concentration: **Old Testament**

Mentor Meeting Time

The Ministry Formation Department expects the Mentor and student to maintain a consistent face-to-face meeting time. This meeting acts as the core of the educational experience and must be a priority for both the student and the Mentor. Ideally, this meeting occurs weekly (45-60 minutes). If an adjustment to this is needed, then please note that meetings should occur no less than three times per month (and not once every two weeks).

In *Preparing for Ministry*, the Mentor should be familiar with Chapters 6, 7, and 8 before the Intern/Mentor Consultation to discuss these goals. In addition, the Mentor should be familiar with Chapter 3 for future discussions on Theological Reflection.

The consistent Mentor meeting time will occur: **Set individually over summer; Wednesday in person or Friday online during fall and spring (half hour times to begin; email Dr. Chisholm over summer, email Tina Kerns in the fall); faculty meetings are Thursdays; Department meetings are Wednesdays**

Day of the week:

Time of day:

Location:

Please list the exceptions to this regular meeting time or other arrangements that have been negotiated with the Ministry Formation Department: ***Will change between summer and fall**

Describe five specific topics (**outside** of your Internship's goals) the student would like to discuss with the Mentor:

- 1. Discussion on research and writing habits, and routine as a writing scholar**
- 2. Equipping the lay community with theological education and tools**
- 3. Remaining organized in seasons of academic busyness**
- 4. Hermeneutics and the Old Testament**
- 5. Evangelism among Jewish communities**

Secondary Mentor and/or Coach (optional)

If the student is working with a secondary Mentor/Coach, then complete the following:

Name of secondary Mentor and/or Coach: **Dr. Young-Sam Won**

Describe the purpose of meeting with this person: **Discussion of global missions and intersection of scholarly work**

How often does this coach intend to meet with the student? **Once a month or every other month by e-mail**

Field Evaluations

The goal of field evaluations is to get various points of view, like a 360-degree evaluation, with multiple people speaking truth into the student's life from different perspectives. The student should identify **six** women and men who will serve as Field Evaluators for the Internship (**1 mentor and 5 others = 6 field evaluators**). A secondary Mentor/Coach can also serve as one of the Field Evaluators. For most students, Field Evaluators are participants or lay leaders in the organization at the Internship site. **Students are limited to one family member only. No exceptions.**

Field Evaluators should evaluate the student's spiritual life and character, support the student through prayer, and offer insights about his/her future ministry. Some examples of Field Evaluators may include other pastors and/or church leaders, co-workers, classmates, school faculty or staff, and parents of youth/children. If a potential Field Evaluator cannot provide this type of feedback, then please choose another person.

For some students, Field Evaluators can be challenging to identify. Keep in mind that Field Evaluators can also come from other areas of the student's life, not specifically in the context of the Internship site.

1. Name of Mentor: Dr. Robert Chisholm
Email: bchisholm@dts.edu
2. Name of Field Evaluator: Caleb Malone
Position or relationship: Foundation Group Leader (Church Community Group)
Email: CalebMalone@gmail.com
3. Name of Field Evaluator: Ryan McGaha
Position or relationship: DTS Alumni
Email: ryan.mcgaha98@gmail.com
4. Name of Field Evaluator: Jalen Lee
Position or relationship: DTS Employee / Alumni
Email: jalenlee@dallasseminary.edu
5. Name of Field Evaluator: Jalen Taylor
Position or relationship: Alpha Ministries / Classmate
Email: shiringm1991@gmail.com
6. Name of Field Evaluator: Chris Schultz
Position or relationship: Former Employer at *Need Him Global*
Email: chris@needhim.org

Or

6. (Optional) Spouse, family member: Rebekah Banks (Spouse)
Email: rebekahanne71@gmail.com

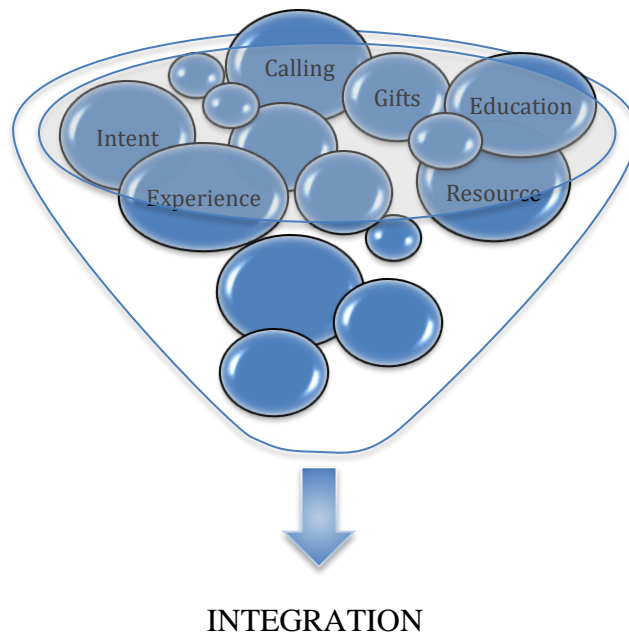
Students wanting more Field Evaluators must receive prior approval from the Ministry Formation Department. Any evaluations over the first six will not be accepted and will be removed from the results.

Developing Goals

The curricula and related DTS seminary experiences are designed to develop a student's knowledge, ability, belief, and skill so that every student will evangelize the world and build the Church. Specific educational values are developed in each professional degree program, but all masters-level DTS students should expect to develop skills in:

- **The Bible** – DTS values the accurate interpretation and appropriate application of all sixty-six books of the Bible, which are the inspired, inerrant, and authoritative Word of God.
- **Theology** – DTS values theology supported by Scripture that is consistent with the orthodox, protestant, evangelical faith and the seminary's doctrinal convictions, and which is lived out in various cultural contexts.
- **Christian Spirituality** – DTS values Spirit-empowered, personal relationships with the triune God in the context of Christian community that result in increasing Christlikeness and love for God and others.
- **Christian Leadership** – DTS values Christlike leadership that equips others and emphasizes humility with sacrificial service.
- **Communication** – DTS values contextualized, effective communication of biblical and theological truth by a variety of means for personal and corporate transformation.
- **Cultural Engagement** – DTS values relationships with diverse individuals, cultures, and ideas that result in acts of evangelism, dialogue, application, and service that are biblical, courageous, and compassionate.

The Internship directly evaluates four of the six core educational values: **Christian Spirituality, Christian Leadership, Communication, and Cultural Engagement**. The evaluation and measurable means for assessing development in these four areas are directed by the student through their Internship's goal development process.



Overall, students should expect to integrate their biblical and theological education, training, identity, calling(s), ministry intent, and experiences into their Internship plan.

Directions

The student works *with* the Mentor to develop the Internship's goals on the following pages. The student creates a **minimum of one goal for each value but no more than three goals per value**. In the next sections of this worksheet, the student completes (typed, not handwritten) the following for each value:

Purpose & Learning Objective: an explanation of why and what you want to learn

Strategies: steps broken down into tasks or activities that are related to how you intend to learn

Resources: books, people, etc. to help you learn

Measurements: the desired outcome when learning has occurred; includes dates

Artifacts: work that accurately shows what you learned. A collection of artifacts depicts a student's learning experiences during their Internship.

"To be determined" or "TBD" is not an acceptable phrase on this document. For additional resources on creating a goal, refer to *Preparing for Ministry* chapter 11, Figure 11.1, and/or contact the Ministry Formation Department.

Learning Portfolio

The capstone project for the Internship is a web-based Learning Portfolio. The student's personalized Portfolio consists of everything listed on the following pages of the Planning Worksheets: goals, strategies, resources, measurements, and artifacts. The final Learning Portfolio also contains reflections on the collected artifacts and values as well as resumes and a Ministry Distinctive page. All students should consult the Portfolio directions at www.dts.edu/portfolio for more information.

Ministry Distinctive (last section of the Learning Portfolio)

All students produce a Ministry Distinctive page in their final Learning Portfolio. The content of this page may come from your Internship artifacts or be independent of the Internship.

For Th.M. students, this page collates all the required concentration requirements in one central location so that the Faculty Advisor can review it when you graduate. Note, the Faculty Advisor is *not* the Ministry Formation Department or the Mentor. Consult the [Advising](#) page to identify your concentration(s) advisor. This form acts as an agreement between the student and the school in order to clarify what is required for a student to earn their concentration.

For MA and Th.M. General Studies students who do not have degree requirements, this page provides a place for other non-internship activities and any course work that highlights a student's unique giftedness and passions.

MAMW: on this page, please link your Professional Website. Your degree requires to produce or refine your Professional Site (often called a professional portfolio) showcasing your creative work, including any course work or internship work, etc.

Christian Spirituality Value

DTS values Spirit-empowered, personal relationships with the triune God in the context of Christian community, that results in increasing Christlikeness and love for God and others.

Michael Banks—Student Christian Spirituality Goal

Purpose & Learning Objectives (explanation of why and what you want to learn)	Strategies (steps broken down into tasks or activities that are related to how you intend to learn)	Resources (books, people, etc. to help you learn; how will they be accessed)	Measurements (desired outcome when learning has occurred or purpose accomplished; includes dates)
<p>Because I desire to grow in my relationship with the Lord, increase Christ-likeness, and deepen my love for God and others...</p> <p>1. Regularly respect a time of sabbath, in order to avoid anxious tendencies and overworking.</p> <p>2. Seek weekly creative reflection that stimulates worship through artistic pursuits.</p>	<p>Observe a time of Sabbath once a week to ensure that my work is not idolized.</p> <p>I will wake at 7:00am for a regular time of devotion to reflect on God's word and pray.</p> <p>Once a month, on Wed & Fri: I will abstain from food until dinner after 5 p.m.</p> <p>I will engage worshipfully in a creative activity regularly—recently I've enjoyed writing sonnets and reflecting on Christian poetry by Malcolm Guite, and William Blake.</p>	<p>I will invite my SF group & spouse to hold me accountable on my habits of sabbath and fasting. I will report to them weekly/monthly.</p> <p>Explore opportunities to be counseled in the area of anxiety by formal or informal counselors (first reaching out to DTS counseling).</p> <p>Read and reflect on <i>The Cost of Discipleship</i> by Dietrich Bonhoeffer.</p>	<p>Keep a record of weekly prayers in a digital or physical journal that can also be utilized for once-a-month sabbath reflections.</p> <p>Attend at least one free counseling session by the end of the summer semester.</p> <p>Share what I experienced and/or learned during my corporate and personal sabbaths with SF group and spouse at least three times per semester.</p> <p>Weekly, engage in a creative practice whether it be writing sonnets, reading poetry, etc.</p> <p>Send a prayer letter once at the end of the fall semester and once at the end of the spring semester, updating family and friends supporting my wife and I in ministry.</p>
Required Artifact <i>How is Your Soul?</i> Assignment (directions located in Canvas) Additional artifacts not required			

Christian Leadership Value

DTS values Christlike leadership that equips others and emphasizes humility with sacrificial service.

Michael Banks—Student Christian Leadership Goal

Purpose & Learning Objectives (explanation of why and what you want to learn)	Strategies (steps broken down into tasks or activities that are related to how you intend to learn)	Resources (books, people, etc. to help you learn; how will they be accessed)	Measurements (desired outcome when learning has occurred or purpose accomplished; includes dates)
<p>Because I desire to experience what it means to serve as a professor, outside of the classroom, didactic portion of the role I will...</p> <p>1. Grow in the demonstration of leadership roles and responsibilities under the umbrella of academic and scholarly tasks.</p> <p>2. Grow in understanding of leadership skills and development necessary in the realm of theological education.</p>	<p>Engage & observe at least 4-5 Old Testament department meetings.</p> <p>Seek opportunities to serve the OT department in on-going events.</p> <p>Proofread and edit for Dr. Chisholm where there is need for assistance.</p> <p>Serve as a free tutor & resource students in the areas of writing, editing, and organizing research papers.</p> <p>Plan a hypothetical syllabus for a class concerning the topic of the <i>Transmission and Canonization</i> of the Old Testament.</p> <p>Help revise and edit “lay institute” structure with Jon Bored for <i>Hands of Freedom</i> ministry in India.</p>	<p>Discuss with Dr. Chisholm his process of writing, developing, and shaping a syllabus for course work.</p> <p>Discuss with Dr. Chisholm his tactics and strategies as they pertain to organizational skills & leadership goals.</p> <p>Interview Dr. J.T. English, & Dr. Oren Martin (transcribed or video) on educational, theological leadership who respectively help organize or manage lay institutes at <i>The Village</i> and <i>Watermark</i> churches.</p> <p>Interview Paul Weaver on theological education in global contexts.</p> <p>Attend ETS</p>	<p>I will record my reflections & observations after the various interviews & mentor conversations. Completed by January 1st 2023 of the internship.</p> <p>Observe 1-2 OT department events fall and spring.</p> <p>I will write and articulate a concise manifesto on theological education and leadership by April 2nd 2024.</p> <p>Before the Exit Interview of my internship, I will create a “best practices” summary for academic leadership (i.e., topics such as, confronting, resolving conflict, hiring, conducting meetings, problem solving, delegating).</p> <p>Attend ETS Tuesday, November 14th -Thursday, November 16th, 2023.</p>
Possible Artifacts for the Portfolio (2-3 items which accurately shows what you learned): <ol style="list-style-type: none"> Notes from departmental meetings organized by topic and “best practices” summary. Video (if permitted) or transcribed interviews with theological educators. Based on the interviews and transcription, write an 8–10-page manifesto on principles of theological education, and it’s importance in leadership. 			

Communication Value

DTS values contextualized, effective communication of biblical and theological truth by a variety of means for personal and corporate transformation.

Michael Banks—Student Communication Goal

Purpose & Learning Objectives (explanation of why and what you want to learn)	Strategies (steps broken down into tasks or activities that are related to how you intend to learn)	Resources (books, people, etc. to help you learn; how will they be accessed)	Measurements (desired outcome when learning has occurred or purpose accomplished; includes dates)
<p>Because I desire to further my understanding of academic ministry, and prepare myself in the areas of research, teaching, and writing I will...</p> <p>1. I will develop & maintain my writing & research skills.</p> <p>2. I will organize and teach seminars in an academic setting.</p>	<p>Conduct research on 1st Kings 8 and Acts 7 building towards RS102 paper, and academic article (exploring missional prayer of Solomon and missional hermeneutic of Stephen).</p> <p>Prepare and organize seminars on 3 topics (to be presented in academic setting):</p> <ol style="list-style-type: none"> 1. <i>Transmission and Canonization of the OT.</i> 2. <i>Utilizing the OT in Witness to the Islamic World.</i> 3. <i>Exploration of prophetic and Apocalyptic language and imagery.</i> <p>Revise slides and transcript with the help of my mentor, and review before conducting seminar.</p> <p>*Attending Theological education trip with Dr. Paul Weaver to South Korea from June 11th -17th with opportunity to speak in Word of Life Bible institute Chapel and 1 hour lecture on book of James</p>	<p>Receive feedback on my research, and writing from Dr. Chisholm and other selected readers.</p> <p>Partner with <i>local</i> and <i>global</i> parachurch organizations to coordinate teaching opportunities for students or staff (in person: Student Mobilization, Cru, Navigators, potentially equipping team at <i>Watermark church</i>) (over Zoom: Cru India, Good News Broadcasting, and Hands of Freedom—all in India).</p> <p><i>*ask about Teaching Opportunities at Local Schools (DFW & Houston); SEE Syllabus</i></p> <p>Seek to interview Dr. David Firth and Dr. Christopher Wright on their writing and research practices as Missiologists.</p>	<p>Discuss research with mentor consistently (monthly basis over summer, weekly basis fall and spring).</p> <p>Begin writing on 2nd Kings 8 and Acts 7 by August 24th 2023, and submit initial draft by November 1st 2023 for academic article.</p> <p>Prepare slides and transcript for seminar by July 31st 2023, and revise after meeting with mentor by August 31st 2023.</p> <p>Begin seminars with parachurch organizations by September 31st 2023.</p> <p>As opportunities arise, conduct seminars throughout fall and spring (2-3 a semester).</p> <p>Conduct interviews with Dr. David Firth and Dr. Christopher Wright by March 1st 2024.</p>
<p>Possible Artifacts for the Portfolio (2-3 items which accurately shows what you learned):</p> <ol style="list-style-type: none"> 1. Submit and attempt to publish at least one academic article in the span of my internship. 2. Transcripts and slides from topical seminars on Old Testament (& and video recording of teaching if I am permitted) 			

Cultural Engagement Value

DTS values relationships with diverse individuals, cultures, and ideas that result in acts of evangelism, dialogue, application, and service that are biblical, courageous, and compassionate.

Michael Banks—Student Cultural Engagement Goal

Purpose & Learning Objectives (explanation of why and what you want to learn)	Strategies (steps broken down into tasks or activities that are related to how you intend to learn)	Resources (books, people, etc. to help you learn; how will they be accessed)	Measurements (desired outcome when learning has occurred or purpose accomplished; includes dates)
<p>Because I want to immersively interact with cultures other than my own I will...</p> <p>1. I will serve in a Muslim culture.</p> <p>2. Serve in intercultural communities across ethnic, socioeconomic and cultural lines.</p>	<p>Serve in the <i>Northwest Community Center</i>.</p> <p>Serve in <i>Vickery Meadows</i> with staff from the Navigators Ministry (Gretchen Palmquist) who operate and do ministry in this subdivision/Dallas Neighborhood.</p> <p>Visit the Islamic association of North Texas (IANT), and seek to interact with a local Imam.</p>	<p>Interview Dr. John Bitar (in at least 1 in person meeting), on tactics, strategies and the heart behind cross-cultural (specifically Muslim) evangelism.</p> <p>Read portions of <i>Encountering the World of Islam</i> by Keith E. Swartley.</p> <p>Read <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> by Christopher J.H. Wright.</p> <p>Meet with Dr. Sam Won to discuss missions, academics and intercultural contexts.</p>	<p>Serve in either Northwest Community Center or Vickery Meadows with Navigators staff 2-3 times per semester.</p> <p>Conduct Meeting with Dr. Bitar by September 31st 2023.</p> <p>Visit IANT by October 1st 2023.</p> <p>Read portions of Swartley and all of Christopher Wright by February 1st 2024.</p> <p>Meet with Dr. Won once a month (or when it is convenient for him).</p>
<p>Possible Artifacts for the Portfolio (2-3 items which accurately shows what you learned):</p> <p>1. In unison with seminar on “Witnessing to the Islamic World through the OT” write a short academic and personal article on tactics, strategies, and interpersonal skills concerning witnessing cross-culturally in Islamic contexts.</p> <p>2. Transcribe Interview with Dr. John Bitar with key takeaways on crucial ideas concerning cross-cultural evangelism.</p>			