

A LEARNING AGREEMENT PLAN

1. A brief description of the field education experience, including the contextual analysis and events leading to this experience or project.

This field experience will focus on designing a brand-new program for the Catechumenate phase of the Spanish RCIA program at the Church of Saint Mary in Willmar, Minnesota. St. Mary's is the largest parish in the Jesus Our Living Water Area Faith Community, which also includes the Church of Our Lady of the Lakes in Spicer, Minnesota and Saint Clara in Clara City, MN. Saint Mary's is the church with the largest number of Hispanic Catholics in the whole Diocese of New Ulm.

The number of Spanish speaking adults requesting baptism in our faith community is very low, some years there is no one. Therefore, their sacramental preparation occurs within the larger group of the ones seeking the sacraments of confirmation and/or First Communion with a few individual meetings with the Director of Spanish RCIA.

There are available several materials to provide adult formation for the Sacrament of Confirmation and/or First Communion. Recently a pre-catechumenate program was developed but we do not count with a program exclusively for catechumens. The one tangible product for the site of this Field Education experience will be to develop a baptismal preparation program to use in the broader context of Spanish RCIA.

2. A listing (1-2) of the **intellectual goals** to focus on the pastoral knowledge and information you need to know for the field education experience.

Goal #1: By the end of the practicum, I want to have researched and have a plan to integrate into the Catechumenate program a theology of revelation as embodied in Scripture, tradition, and creation and as it is outlined in the rite of the catechumenate rite.

- a. Self-assessment of this goal (using this rubric)

Awareness of competency or skill	Have a brief introduction to this skill	Grasp of the core concepts/skills	Have a knowledge that informs practice	Have a mastery for empowering others in this competency/skill
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- b. Learning Activities and Strategies for this goal
 - i. Make a list of the themes contained in the catechumenate rite
 - ii. Review our RCIA books, resources and materials looking for chapters covering these themes.
 - iii. Arrange the themes in a sequence that could make sense for those in the catechumenate program.

- c. Evaluation for this goal
- Summative paper on my intellectual research and learning.
 - Learning journal—a daily or weekly record of my observations, activities, reflections and analyses, i.e., making connections to my learning goals.
 - Observation and feedback forms
 - Site visit with self, site supervisor and Dr. Daniella
 - Periodic check-in meetings with Dr. Daniella and/or Site Supervisor
 - Final self-evaluation
 - Case Study
 - Self-assessment of each goal, before and after evaluation.
 - Creation of guides to use by the Spanish RCIA Director in conversations/interviews with catechumen to help them discern their readiness for Baptism according to the RCIA manual as their journey through the different rites.

3. A listing (1-2) of the **pastoral competencies** the student plans to develop/improve
 Goal #3: By the end of the practicum, I want to research and have a plan to integrate into the Catechumenate phase a process to develop and nurture the prayer life of the catechumen in the Spanish RCIA program.

- a. Self-assessment of each goal (using this rubric)

Awareness of competency or skill	Have a brief introduction to this skill	Grasp of the core concepts/skills	Have a knowledge that informs practice	Have a mastery for empowering others in this competency/skill
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- b. Learning Activities and Strategies for each goal

- Research catechetical planning materials for prayer styles, devotions, etc. for catechumen.
- Incorporate diverse prayer opportunities within the catechumenate phase.
- Seek a fully initiated member of the Church who had gone through Spanish RCIA and is willing to share about her/his prayer life development.

- c. Evaluation for each goal

- Catechetical lessons should have a built in mechanism for evaluation and feedback as a way to test if the lesson goal has been achieved.

4. A listing (at least 1) of the human/personhood goals to harmonize your vocational intention and strengthen “who you are” as minister. They should specify what and how you will change.

Goal #3: By the end of the practicum, I want to identify ways to remove and/or overcome a limitation that I have already identified I have: distancing.

- a. Self-assessment of this goal (using this rubric)

Awareness of competency or skill	Have a brief introduction to this skill	Grasp of the core concepts/skills	Have a knowledge that informs practice	Have a mastery for empowering others in this competency/skill
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b. Learning Activities and Strategies for each goal

Research and reflect on distancing.

Write findings.

Pray with this limitation in mind.

c. Evaluation for this goal

Learning journal—a daily or weekly record of my observations, activities, reflections, and analyses, ie., making connections to my learning goals.

5. A listing of (at least 1) of the **spiritual goals** that promotes growth in the student minister’s inner life of faith and prayer with God in the context of a shared community and/or deepen one’s knowledge and openness to God and God’s work as well as the understanding of one’s self and others in order to grow toward integrity in the Christian ministerial life.

Goal #4: By the end of the practicum, I want to evaluate my call to ministry rooted in my own baptism becoming aware of how my own spirituality flows into my ministerial goals and how I reflect an integration of Gospel values.

a) Self-assessment of this goal (using this rubric)

Awareness of competency or skill	Have a brief introduction to this skill	Grasp of the core concepts/skills	Have a knowledge that informs practice	Have a mastery for empowering others in this competency/skill
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a. Learning Activities and Strategies for this goal

- Describe my own spirituality
- With the help of my Spiritual Director see how my spirituality flows into my ministry
- With the help of my Spiritual Director, see how my spirituality reflects an integration of Gospel values.

b. Evaluation for each goal

Learning journal—a daily or weekly record of my observations, activities, reflections, and analyses, ie., making connections to my learning goals.

6. The name, address, phone number, e-mail address, and qualifications of the suggested site supervisor. The resume should be on file with Dr. Daniella.

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Director of Faith Formation at the Jesus Our Living Water Area Faith Community.

7. A timeline for implementation and reporting on the field education experience

February:

1. Make a list of the themes contained in the catechumenate rite
2. Review our RCIA books, resources and materials looking for chapters covering these themes.
3. Arrange the themes in a sequence that could make sense for those in the catechumenate program.

February/March

- First meeting with spiritual director.
- Create annotated bibliography of sources.
- Meet with spiritual director.
- Schedule mid-semester evaluation with site supervisor
- Ask Dr. Daniella to visit, observation and meeting with site supervisor
- Research proven prayer styles, devotions, and methods for catechumen.
- Incorporate diverse prayer opportunities within the catechumenate phase.
- Seek a fully initiated member of the Church who had gone through Spanish RCIA and is willing to share about her/his prayer life development.
- Describe my own spirituality
- With the help of my Spiritual Director see how my spirituality flows into my ministry
- With the help of my Spiritual Director see how my spirituality reflects an integration of Gospel values.
- Research a form to request feedback from others.
- Research a method to identify personal gifts and limitations
- Write findings.

April

- Meet with site supervisor, pastor
- Meet with spiritual director.
- End of semester evaluation with site supervisor