

UUA RECC Continuum of Competencies

This “Continuum of Competencies” document indicates the scope of knowledge and skill that religious educators should have, as well as suggestions for demonstration of this knowledge and skill. Because it is a continuum, candidates for a given level should master the knowledge and skill for their own level and for the level(s) below the one for which they are seeking credentialing. Some key points:

- In the portfolio, candidates need only be concerned with demonstrating the competencies that they are covering in their portfolio (that is, the Core competencies for their level and their choices from the group A and group B Supplemental competencies).
- “Scope of Knowledge and Skill” points can be demonstrated in any of the portfolio subsections, that is, the Overview, a Learning Experience, a Leadership Experience or a Work Product.
- As many of the applicable “Scope of Knowledge and Skill” items as possible should be demonstrated, although the Religious Education Credentialing Committee recognizes that not every candidate will be able to demonstrate every item.
- Items in the “Demonstrated by” column are descriptive of the types of ways a competency might be demonstrated, not a prescription of how a competency must be demonstrated.
- This version of the Continuum of Competencies is applicable for candidates entering the program on or after May 1, 2009, and for those candidates who choose to change from an earlier set of credentialing requirements to the requirements that take effect on May 1, 2009.

| Competency | Associate | | Credentialed | | Master | |
|----------------|---|--|--|---|----------------------------|-----------------|
| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| Administration | Core | | Core | | NA | |
| | *Program administration abilities: record-keeping, budgeting, safety issues. *Competent oral and written communication skills. | *Communicating effectively in writing and speaking. *Creating and maintaining an effective record keeping system, including | *Ability to advocate for the religious education program within the congregation in terms of its importance and to secure the financial, staff, and volunteer resources necessary to operate a dynamic program. *Ability to set goals and | *Proposing, justifying, and managing a budget. *Managing a system that assures adequate volunteer coverage for programs. *Scheduling and organizing program events that are coordinated | | |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | | <p>documentation for safe congregation policies and procedures.</p> <p>*Developing and managing a budget.</p> <p>*Recognizing safety issues and acting upon them appropriately.</p> | <p>outcomes for the program, evaluate results, and adjust elements of the program to achieve the desired goals and outcomes.</p> <p>*Ability to enhance congregational life through planning, calendaring, and program design so that religious education is fully integrated in the congregation and adds to the synergy of congregational programming.</p> <p>*Ability to advocate for the needs of children, youth or families in policies and programs created by other committees and groups within the church (e.g., child friendly social events).</p> <p>*Ability to work effectively with the Religious Education Committee (and other committees, task forces, etc.) in setting the vision, mission, goals and outcomes for the program, and cultivating the support necessary to achieving them.</p> | <p>with other events in the congregation.</p> <p>*Articulating goals and desired outcomes for the program.</p> <p>*Adjusting the program to achieve desired goals.</p> <p>*Implementing a scope and sequence plan and a curriculum map for lifespan religious education.</p> <p>*Organizing/participating in intergenerational worship and other activities.</p> <p>*Advocating for the needs of children, youth, or families.</p> <p>*Leading the RE committee and other volunteers in goal-setting, curriculum mapping, and policy development.</p> <p>*Utilizing interpersonal skills to find allies and following congregational processes necessary to make effective change and achieve program goals.</p> | | |
| AO/AR/MC | Core | | Core | | Core | |
| | <p>*Understanding of the UUA's initiatives involving Anti-Oppression including: Accessibility issues, Journey Toward Wholeness program, and the Welcoming Congregation program.</p> <p>*Understanding of how to support diversity in religious education by</p> | <p>*Knowing applicable AR/AO/MC resources and making them available to congregants.</p> <p>*Utilizing curricula and other resources to educate about diversity.</p> <p>*Creating a welcome and accessible</p> | <p>*Knowledge of concepts and theories that inform anti-oppression and anti-racism work including power, power differentials between a dominant and a marginalized group, privilege, institutionalized or systemic racism, linked oppressions, and guilt.</p> <p>*Knowledge of how to support respect for diversity within</p> | <p>*Providing resources to and collaborating with groups empowered to engage AR/AO/MC within the congregation.</p> <p>*Utilizing curricula and resources at applicable points along the lifespan to engage AR/AO/MC issues.</p> <p>*Evaluating programs and materials with an AO/AR/MC lens and correcting them as needed.</p> | <p>*Ability to serve as a resource/consultant within the congregation as it confronts issues related to racism and other oppressions that limit the possibilities of transformation within the congregation and/or in the larger community in which the congregation is situated.</p> <p>*Ability to integrate an AO/AR/MC focus into the</p> | <p>*Participating in a leadership team working to engage the congregation in AR/AO/MC work.</p> <p>*Creating new programs in anti-racism, anti-oppression, and multiculturalism.</p> |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | dealing with racism, heterosexism, ableism, classism, and ageism. *Understanding about how to welcome children, youth or adults with special needs. | environment for children, youth or adults with special needs. | religious education through the thoughtful use of multicultural resources and experiences. *Understanding of the harm caused by cultural misappropriation and an awareness of how this should be avoided. | | programming and life of the congregation. *Knowledge of the theological underpinnings that inform the commitment within Unitarian Universalism to anti-oppression and anti-racism work. | |
| Conflict Management | NA | | Supplemental A | | Core | |
| | | | *Understanding of the levels of conflict and the interventions that are appropriate and/or possible based upon the level of conflict. | *Identifying various levels/kinds of conflict and suggest appropriate interventions. *Understanding one's personal style with regard to conflict and avoiding the pitfalls associated with that particular personal style. *Playing an appropriate staff role in congregational conflict and seeking help to determine the most appropriate course of action. | *Understanding of effective ways of managing change and authentically engaging resistance to achieve change. *Understanding of the differences between resource-based conflict and identity-based conflict and the strategies for dealing with both. | *Understanding systemic resistance to change. *Identifying an individual's anxieties and motivations related to congregational conflict and/or change. *Dealing with people when they are experiencing differing effects related to the spectrum of change. *Staying in right relationship with people with whom you disagree. *Distinguishing between resource-based and identity-based conflict. *Pursuing appropriate intervention strategies based upon the type and level of conflict. *Leading a resolution process that results in healthy congregational growth and change. |
| Family Ministry and Pastoral Care | NA | | Supplemental A | | Supplemental A | |
| | | | *Working knowledge about family ministry in order to serve as a resource within the congregation to launch a family ministry program. *Ability to be a compassionate, listening presence in support of | *Assessing needs of families and creating the infrastructure and programs to address those needs (e.g. creating a parents of teens support group, parenting courses, childcare at church events, parent's night out, etc.) | *In-depth knowledge of family ministry programs and resources to provide the leadership or staff support for offering such a ministry. *Working knowledge of the diversity of family | *Developing programs and resources to support non-traditional families. *Developing programs that address life skills and resources to help people deal with the challenges of |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | | | <p>children, youth, or adults who either seek out the religious educator or are in need of such support from the religious educator because of the situation or the relationship that he/she has with the individual.</p> <p>*Ability to help children, youth or adults respond to peers in need of care and concern in appropriate and supportive ways to cultivate compassion and empathy.</p> <p>*Ability to provide support and care in appropriate and effective ways in consultation with the minister(s) and lay caregivers.</p> | <p>*Providing support and care on an as needed basis to children, youth, and families.</p> <p>*Developing a caring community within the RE program that encourages compassion and care among children, youth, or adults.</p> <p>*Showing how you would work with staff to handle family ministry concerns.</p> | <p>constellations and the support that non-traditional families require (e.g., adoptive families, multi-racial families, gay and lesbian families, etc.)</p> <p>*Ability to provide resources to individuals and families struggling with serious life issues (e.g. grieving the death of a love one.)</p> | <p>living (e.g., grief work, divorce, addiction, etc.)</p> |
| History & Philosophy of RE - General | NA | | Supplemental B | | NA | |
| | | | <p>*Understanding of how the field of religious education outside Unitarian Universalism can inform and be adapted to religious education within Unitarian Universalism.</p> | <p>*Informing and supplementing UU resources and curricula with resources outside UU RE (e.g., Groome's praxis model, Fowler's stages of faith development, etc.)</p> | | |
| Human and Faith Development | NA | | Core | | Core | |
| | | | <p>*Working knowledge of the stages of human development at applicable points along the lifespan and their implications for religious education programs and activities.</p> | <p>*Developing materials and programs that reflect a knowledge of human development (e.g., teacher training, curriculum selection, parent education).</p> <p>*Utilizing developmentally appropriate interactions with children, youth or adults.</p> <p>*Matching volunteers with age groups and activities.</p> <p>*Utilizing a RE brochure and other printed materials to educate the congregation about faith development.</p> | <p>*Working knowledge of different theories of human development along with identification of which theorists particularly inform the religious educator's work.</p> <p>*In-depth understanding of the stages of faith development at applicable points along the lifespan that is used to inform programming throughout the congregation (i.e., the congregation as the curriculum).</p> | <p>*Developing teacher training workshops and materials that reflect knowledge of human development</p> <p>*Articulating identity development tasks for children, adolescents, and adults</p> <p>*Creating and implementing an overall program plan for RE informed by faith development goals.</p> <p>*Utilizing faith</p> |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | | | | *Offering parent education (classes and materials) regarding faith development. *Providing adult classes and programs that facilitate faith development. | | development outcomes as a measure of program effectiveness. *Preparing sermons and/or articles that articulate faith development theory and shape the development of the RE program. |
| Jewish & Christian Heritages | Supplemental B | | Supplemental B | | Core | |
| | *Understanding of the influence of Judaism and Christianity on Unitarian Universalism. | *Articulating your congregation's approach to teaching children, youth or adults about Judaism and Christianity in a RE Brochure | *Understanding of the basic tenets of Judaism and Christianity. | *Developing a story or presentation for a children's worship service on some aspect of Judaism or Christianity. *Facilitating a parent's meeting to help parents address their own issues, concerns, and questions involving Jewish and Christian Heritage. | *Working knowledge of the founders, history, teachings, and rituals of Judaism and Christianity. | *Writing a curriculum or lesson plan for an age-specific group on some aspect of Judaism or Christianity (founders, history, teachings, rituals, etc.). *Developing a UU Communion Ritual or a Seder celebration. *Developing a relationship between a Jewish or Christian congregation and your RE Program. |
| Leadership Development & Small Group Ministry | NA | | Supplemental A | | Supplemental A | |
| | | | *Understanding of the stages involved in forming, strengthening, and maintaining groups. *Understanding of effective models for youth groups, including support and training of adult advisors for youth groups. *Knowledge of process skills and techniques, norms, and covenants to help groups and committees work effectively. | *Conducting leadership training and training for group facilitation skills. *Developing leadership within the RE Committee and mentoring members of the committee. *Consulting with teachers regarding classroom management. *Developing leadership skills among children, youth or adults. | *Understanding of the components and support necessary to create and sustain a small group ministry program. *In-depth understanding of group leadership skills, including the ability to provide leadership training within the congregation. | *Proving leadership training within the congregation and in other denominational settings. *Designing and implementing a small group ministry program. |
| Learning Theories | NA | | Supplemental B | | NA | |
| | | | *Working knowledge of three | *Addressing learning theories in | | |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | | | or four different learning theories and how they inform program design, curricula selection, and desired outcomes in the religious education program. | teacher training and parent workshops. *Using learning theory to evaluate curriculum and adapt the RE program to address situations involving special needs. | | |
| Liberal Theologies | NA | | NA | | Core | |
| | | | | | <p>*Working knowledge of the concepts and values that is inherent in liberal theology, as well as the range of liberal theologies (e.g. liberation theology, process theology, feminist theology, etc.) that are a part of Unitarian Universalism.</p> <p>*Working knowledge of methods for theological construction and reflection that can be used by laypeople (e.g., the model in Parents As Resident Theologians or the Building Your Own Theology series.)</p> <p>*Appreciation of the theological diversity within Unitarian Universalism and knowledge of activities to nurture that diversity respectfully.</p> | <p>*Adapting and/or developing a credo-writing class for youth or adults.</p> <p>*Writing a sermon or graduate paper articulating your own theology and how it is informed by at least two liberal theological perspectives.</p> <p>*Creating a presentation on UU theologies for a newcomer's class.</p> <p>*Developing a curriculum or curriculum units exploring liberal theological perspectives.</p> |
| Philosophy of RE – UU | Supplemental A | | Core | | Core | |
| | <p>*Understanding of the leading and emerging issues within UU religious education.</p> <p>*Working knowledge of LREDA and its impact on religious education.</p> | <p>*Educating the RE Committee about emerging issues within UU religious education (e.g., Essex Conversations).</p> <p>*Explaining to teachers and parents what makes RE “religious”</p> <p>*Articulating a position on the place of world</p> | <p>*Working knowledge of the religious education philosophy of key figures within Unitarian Universalism.</p> | <p>*Articulating one's philosophy of religious education by drawing upon the teachings of key figures within UU religious education.</p> <p>*Collaborating with the RE Committee to articulate an overarching RE philosophy and vision.</p> <p>*Aligning the RE program with the RE philosophy and vision of the DRE and the congregation.</p> | <p>*Level of in-depth understanding of the philosophy of Unitarian Universalist religious education equal to what might be obtained through a graduate course in Unitarian Universalist history or an approved equivalency.</p> | <p>*Effectively communicating to the congregation on an ongoing basis the philosophy that informs and shapes the RE program, including the concept of the congregation as curriculum.</p> |

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| | | <p>religions within lifespan UU RE curriculum</p> <p>*Explaining how and why science is incorporated into UU RE.</p> <p>* Summarizing the goals and philosophy behind the <i>Sacred Threads</i> curricula when it is published.</p> | | <p>*Identifying a basic knowledge of the educational philosophy of Fahs and MacLean and how they continue to influence UU religious education.</p> <p>*Relating William Ellery Channing’s statement about “the great end of religious instruction” to specific, current approaches to RE today</p> | | |
| RE Program Resources | Core | | NA | | NA | |
| | <p>*Basic knowledge of Unitarian Universalist curricula and religious education resources for children, youth or adults.</p> <p>*Ability to create a multi-year curriculum map to guide curricula offerings within a congregation.</p> | <p>*Creating a comprehensive program guide to communicate the goals, resources, and curricula used in the RE program.</p> <p>*Developing a multi-year curriculum map to guide the structure of the RE program through a two- or three-year cycle.</p> <p>*Maintaining a RE library of key books and resources.</p> | | | | |
| Right Relations & Professional Ethics | Core | | Core | | Core | |
| | <p>*Effective interpersonal skills.</p> <p>*Understanding of UUA initiatives on safe congregations, ethics, and congregational life.</p> <p>*Ability to work collaboratively with colleagues within and outside of the</p> | <p>*Complying with LREDA’s Code of Professional Practices.</p> <p>*Working with the RE Committee to ensure safety of children, youth or adults within the congregation.</p> | <p>*Awareness, ability, and commitment to develop, implement, and enforce a set of comprehensive policies and procedures to provide a safe congregational setting for children, youth or adults (where they do not exist), or to assess and strengthen policies that do exist.</p> | <p>*Developing, implementing, and monitoring safe congregation policies and procedures within the RE program.</p> | <p>*Knowledge required to extend a safe congregation program into all areas of congregational life as a reflection of Unitarian Universalist values, on the one hand, and thoughtful and effective risk-management, on the other.</p> <p>*Knowledge required to extend the policies inherent in an effective safe congregation</p> | <p>*Collaborating with the minister(s) and lay leadership to create a comprehensive safe congregation program.</p> |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | <p>employment setting.</p> <p>*Awareness of and commitment to the code of professional practices for religious educators.</p> <p>*Understanding the role of the DRE in conflict within the congregation.</p> | | | | <p>program into extra-congregational settings at the cluster and district level (e.g., District youth programs).</p> | |
| Sacred Texts | NA | | NA | | Supplemental B | |
| | | | | | <p>*Introductory understanding of selected sacred literature from four non-western or indigenous religions.</p> <p>*Understanding of a liberal religious approach to and appreciation of the Jewish scripture (Tanakh or Bible) and the Christian New Testament.</p> <p>*Awareness of the sacred texts of the world's major religions.</p> | <p>*Including a reading or readings from non-western literature in a worship service for young people or adults.</p> <p>*Writing a sermon or developing a class or curriculum dealing with universal themes in sacred texts across religious traditions.</p> |
| Social Justice Theory & Practice | NA | | NA | | Supplemental B | |
| | | | | | <p>*Understanding of how to deepen a commitment to and practice of social justice activities within the life of the congregation.</p> <p>*Program development that supports the involvement of children, youth or adults in activities related to Statements of Conscience adopted by the General Assembly.</p> | <p>*Bringing an education and faith development lens to the congregation's social justice program in order that the social justice programs include both action and reflection.</p> <p>*Developing a program that supports the involvement of children, youth, or adults in activities related to the UUA's Statements of Conscience.</p> <p>*Developing an orientation and educational process to prepare youth or adults for a work camp experience.</p> |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| Spiritual Life & Self-Care | NA | | NA | | Supplemental B | |
| | | | | | <p>Recognizing the importance of setting boundaries.</p> <p>*Knowing the signs and dangers of burnout.</p> <p>*Recognizing the necessity for maintaining and nurturing spirituality in a non-work environment.</p> | <p>*Clearly communicating and maintaining boundaries between personal and professional lives.</p> <p>*Practicing an activity that is both personally fulfilling as well as relaxing.</p> <p>*Intentionally making opportunities and taking time to recharge.</p> <p>*Clearly communicating and maintaining boundaries within your professional activities.</p> <p>*Knowing of potential retreat centers and opportunities to go on retreats.</p> <p>*Teaching courses or workshops pertaining to self-care and renewal.</p> |
| Stewardship | Supplemental B | | Supplemental B | | Supplemental A | |
| | <p>*Understanding of the role of stewardship in the life of the congregation.</p> | <p>*Supporting the church canvass.</p> <p>*Providing stewardship resources for use in the RE program.</p> | <p>*Understanding of how to educate children, youth, or adults about generosity, abundance, service and other values and activities that support effective stewardship within a congregation.</p> | <p>*Choosing appropriate curricula for stewardship.</p> <p>*Adapting materials to support congregational stewardship.</p> <p>*Facilitating a children's chapel collection.</p> <p>*Providing a rationale for charging (or not charging) fees for RE classes.</p> | <p>*In-depth understanding of the connection between generosity and spiritual health/fulfillment as a component of meaning and purpose in life, and the ways in which such an attitude leads to creating congregations of generous people.</p> | <p>*Designing a worship service and/or writing a sermon dealing with stewardship.</p> <p>*Designing a small group ministry program about stewardship.</p> |
| Systems Theory | NA | | NA | | Core | |
| | | | | | <p>*In-depth understanding of systems theory and its ongoing application within congregational life to foster</p> | <p>*Utilizing systems theory in problem solving.</p> <p>*Conducting one's self with awareness of one's potential impact on the</p> |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | | | | | healthy functioning. | congregation as a system. |
| Teaching Methods | NA | | Supplemental A | | Supplemental A | |
| | | | <p>*Working knowledge of a variety of teaching methods that can be used to both evaluate and strengthen curricula and to enhance the classroom experience for both teachers and students.</p> | <p>*Developing teacher training workshops and materials that address different teaching methods.</p> <p>*Helping volunteer teachers to utilize various teaching methods.</p> <p>*Ability to adapt, modify, and strengthen curricula through the use of effective teaching methods.</p> <p>*Ability to adapt teaching methods to accommodate special needs.</p> <p>*Utilizing workshops, programs and trainings that take into account and highlight multiple intelligence theory.</p> | <p>*Level of in-depth understanding of teaching methods equal to what might be obtained through a graduate course in or an approved equivalency.</p> | <p>*Ability to help volunteers use teaching methods that suits their skills.</p> <p>*Ability to make formal or informal presentations that incorporate a variety of teaching methods.</p> <p>*Developing lifespan curricula using appropriate teaching methods.</p> <p>*Writing reflection papers and research paper as might be done for graduate courses.</p> |
| UU History & Polity | NA | | Core | | Core | |
| | | | <p>*Understanding of key developments in Universalism prior to consolidation.</p> <p>*Understanding of key developments in Unitarianism prior to consolidation.</p> <p>*Working knowledge of key events/dates within UU history</p> <p>*Understanding of the role and impact of congregational polity within Unitarian Universalist congregations.</p> | <p>*Using the principles and purposes to shape/inform the explicit curriculum.</p> <p>*Using UU history to create and reinforce UU identity within children, youth, and adults.</p> <p>*Enhancing existing curricula with illustrations from UU history.</p> <p>*Making formal and informal presentations about UU history, respond to questions, and provide resources.</p> <p>Using covenant as a way of building community and supporting right relationships within the RE program and the congregation.</p> <p>*Articulating the meaning of membership in a UU congregation to children, youth, and parents.</p> | <p>*Level of in-depth understanding of Unitarian Universalist history equal to what might be obtained through a graduate course in Unitarian Universalist history or an approved equivalency.</p> <p>*Level of in-depth understanding of Unitarian Universalist polity equal to what might be obtained through a graduate course in Unitarian Universalist history or an approved equivalency.</p> | <p>*Making the principles and purposes part of the implicit curriculum.</p> <p>*Utilizing developmentally appropriate instructional methods/strategies to teach UU history at applicable points along the lifespan.</p> <p>*Developing curriculum about the history of UUism at applicable points along the lifespan.</p> <p>*Utilizing research, including original sources, to explore specific aspects of UU history in depth.</p> <p>*Interacting with other UU congregations, clusters, districts and the UUA for the mutual benefit of religious education, specifically, and Unitarian</p> |

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| | | | | | | Universalism, generally. |
| Unitarian Universalist History | Supplemental A | | NA | | NA | |
| | *Understanding of Unitarian Universalist Principles, Purposes, and Sources. *Knowledge of Unitarian Universalist history. *Understanding of the consolidation of the American Unitarian Association and the Universalist Church of America and the history of the UUA. | *Helping children, youth, and adults learn the principles and purposes. *Knowing the stories of famous UUs and using the stories to teach UU history. *Knowing and effectively using curricula at applicable points along the lifespan that deal with UU history. *Articulating how the history of the congregation fits into the larger story of UUism. | | | | |
| Unitarian Universalist Polity | Supplemental A | | NA | | NA | |
| | *Knowledge of Unitarian Universalist polity. *Knowledge of the UUA Bylaws and the RECC Rules and Policies. | *Supporting the effective exercise of congregational polity within the congregation and the UUA. *Articulating the basic principles of congregational polity. | | | | |
| Volunteer Management | Core | | Core | | NA | |
| | *Ability to recruit, train and support volunteers. | *Connecting with the congregation and to recruit effective volunteers for the RE program. *Conducting basic teacher training workshops and provide appropriate materials. | *Ability to effectively match volunteers to positions, assess effectiveness, coach to improve effectiveness, and reassign when necessary. *Ability to design and lead training programs to enhance skills, deepen understanding, and increase motivation for teachers and other volunteers. | *Matching volunteer's gifts and interests to tasks. *Assuring adequate volunteer coverage for programs. *Supporting teachers in challenging situations by suggesting strategies and methods, and reassessing as necessary. | | |

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| | | *Gathering feedback in order to enhance the program and the volunteer's experience. | | *Redirecting volunteers to more appropriate positions. *Developing and leading workshops, trainings, and materials to develop more effective volunteers. | | |
| World Religions | Supplemental B | | Supplemental B | | Supplemental B | |
| | | | *Understanding of the basic tenets of the following world religions: Hinduism, Buddhism, Islam, Taoism, and Confucianism to be able to provide support and resources to education about world religions within the religious education program. | *Writing a newsletter article about why the study of world religions is or should be included in your curriculum. *Developing a series of worship services based on the stories and/or tenets of world religions. | *Working knowledge of the founders, history, teachings, and rituals of the major world religions and one indigenous tradition (e.g., Native American spirituality.) *Ability to function effectively and respectfully in interfaith events and coalitions and to help Unitarian Universalist laypeople do likewise. | *Writing a lesson plan for a Middle School or Sr. High group or an adult program in preparation for a visit to a Hindu, Buddhist, or Islamic religious community. *Writing a prayer or meditation for an interfaith event. *Preparing a youth group for a discussion of religious beliefs with a youth group of another faith. |
| Worship | Supplemental B | | Core | | Core | |
| | *Knowledge of the basic elements of worship. | *Creating and leading engaging worship for children * Creating and leading effective worship for intergenerational groups * Guiding teachers in offering elements of worship within a classroom setting. | *Working knowledge of the goals and structure of worship, and ability to create worship for children, youth, adults, or multigenerational worship. *Ability to collaborate on teams creating worship to insure that the worship service is engaging for multiple ages. | *Participating on a worship team for a variety of worship experiences. *Teaching children and youth to create and lead worship services. *Developing skills in storytelling and adapting stories or creating new stories. *Developing and delivering sermons for children and multigenerational gatherings. *Designing and leading worship for children separately or as a segment within a worship service for adults *Collaborating on a | *Ability to create sermons for adults that educate them about the essential role of religious education in the life of the congregation and/or that address the needs of adults in terms of lifespan religious education. *Ability to create and lead rituals to mark milestones and transitions for children, youth, adults or families within the religious education program. | *Utilizing sermons to educate the congregation about the role of religious education in the life of the congregation. *Creating and participating in rituals and ceremonies marking milestones and transitions in people's lives and the life of the congregation. |

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| | Scope of Knowledge & Skills | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by | Scope of Knowledge & Skill | Demonstrated by |
| | | | | multigenerational worship service. | | |
| Youth and/or Young Adult | Supplemental B | | Supplemental A | | Supplemental B | |
| | *Recognizing developmental differences between middle school and high school youth, and/or between high school youth and young adults. | *Support staff and volunteers in worship, rites of passage, and programming for youth and/or young adults. | *Knowledge of the developmental needs of adolescents and young adults and the ways in which those are addressed through youth and young adult programming. | *Using knowledge to assess and enhance worship, rites of passage, and programming for youth and/or young adults. | *Working knowledge of the human and faith development needs of youth and/or young adults and the ways in which those are addressed through a ministry to youth and/or young adults. | *Developing developmentally appropriate programs for youth and/or young adults. *Recruiting and supporting youth and/or young adults in leadership positions and service positions. *Using faith development to inform models of rites of passage and worship for youth and/or young adults. |