

## STAGES OF FORMATION FOR CREDENTIALLED RELIGIOUS EDUCATORS

The chart shows progression from less-skilled (left) to more-skilled (right) stages of formation. Each stage includes at least the characteristics of the lower stages, plus those specified in its own column. The “Minister of Religious Education” column is outside the scope of the Religious Education Credentialing Program but is included to show a complete set of stages of formation.

	Credentialed Religious Educator			Minister of Religious Education
	Associate Level	Credentialed Level	Master Level	
<b>Experience</b>	Two years – at least quarter-time.	Two years – at least half-time.	Three years – at least half-time.	Three years, plus one year supervised internship.
<b>Knowledge</b>	See list of competencies in program plan.	See list of competencies in program plan.	See list of competencies in program plan.	Listed competencies, plus those required by the Ministerial Fellowship Committee.
<b>Application of Knowledge</b>	<ol style="list-style-type: none"> <li>1. Uses information, ideas, and principles as learned.</li> <li>2. Assesses situations to determine needed information or resources.</li> <li>3. Uses information, ideas, and principles effectively in dealing with a specific situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Selects and adapts information and resources to effect change.</li> <li>2. Evaluates situation to determine strengths, weaknesses and possible areas of improvement.</li> <li>3. Articulates and explains reasoning behind a course of action.</li> <li>4. Engages in on-going assessment of outcomes and makes appropriate improvements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses information and theory to solve problems and create new resources and programs.</li> <li>2. Understands theory, e.g. educational, systems, etc., and puts it into practice.</li> <li>3. Uses data, information, and theory to solve problems and create new ideas and resources.</li> <li>4. Chooses and justifies a course of action or decision based on appropriate theory, evaluates outcomes, and refines the decision or course of action.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses knowledge about stages and styles of development to develop effective multigenerational worship, making use of preaching, story-telling, arts and media in worship.</li> <li>2. Offers insight into and assessment of new forms of worship.</li> <li>3. Communicates and applies theories of learning to service projects, justice initiatives, community organizing, anti-racism, anti-oppression transformation, etc.</li> <li>4. Provides theological reflection, study, and new scholarship to contribute to the UU and inter-faith dialogue on theories of liberal religious education.</li> </ol>

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<b>Skills Demonstrated</b>	<ol style="list-style-type: none"> <li>1. Ability to administer an RE program.</li> <li>2. Ability to recruit, train, and work with volunteers</li> <li>3. Understanding and practice of safe congregation policies and procedures.</li> <li>4. Basic understanding of the concept of anti-racism and anti-oppression.</li> </ol>	<ol style="list-style-type: none"> <li>1. Guides volunteer leaders with questions and recommendations about best practice policies, procedures, program delivery, curriculum, and teacher support and training.</li> <li>2. Identifies steps and resources needed to implement programs.</li> <li>3. Understands and is sensitive to individual values and cultural differences.</li> <li>4. Proposes plans and solutions and gets support from key people to move forward.</li> <li>5. Ability to prioritize and handle many tasks, delegating appropriately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develops new resources and programs within the congregation and for Unitarian Universalism.</li> <li>2. Demonstrates the knowledge, experience and judgment to prioritize and balance the sometimes conflicting demands of various constituencies within the congregation.</li> <li>3. Demonstrates basic cultural competency and understanding of personal social/cultural location and how it affects point of view.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pastoral counseling, age-appropriate and developmentally-attuned, for all stages of life.</li> <li>2. Working with individuals to create rites of passage that meet the transformational passages being honored (child dedications, coming of age ceremonies, marriages, home blessings, retirements, memorial services, etc.).</li> <li>3. Worship design for all ages and learning styles.</li> </ol>
<b>Leadership Demonstrated</b>	<ol style="list-style-type: none"> <li>1. Follows LREDA Code of Ethics.</li> <li>2. Models right relations.</li> <li>3. Shows interest in new ideas and information and “enrolls” others to apply ideas/information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands one’s self as a religious leader and acts within appropriate boundaries.</li> <li>2. Speaks and acts with appropriate authority in regard to those items within the scope of responsibility.</li> <li>3. Is capable of functioning as a leader in extra-congregational settings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Supports the larger goals of the congregation through faith development and religious education programming.</li> <li>2. Leader in extra-congregational, district, and associational settings.</li> <li>3. Has a value system that controls their behavior which is pervasive, consistent, predictable, and</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership in public ministry – interfaith, larger community – involving all ages - to extend UU values and witness in areas church as human rights for all types of families, for youth and children; comprehensive sexuality education in the larger world; offering effective leadership development in a</li> </ol>

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			characteristic of self. 4. Shows internalized commitment to ethical practice. 5. Supportive of and collaborative with ordained and lay leadership of the congregation.	diverse society. 2. Advocates for and models a “culture of learning” within the congregation.
<b>Relationships with Staff/Leadership</b>	1. Understanding of “staff” role as opposed to “congregant” role. 2. Willingness to be mentored- “coachable.” 3. Works as part of a team.	1. Works collaboratively with staff and with lay leaders. 2. Embraces “staff” role and works well as part of a team. 3. Accountable to religious professionals within and outside the congregation. 4. Understands team dynamics and assumes appropriate authority within the team.	1. Makes independent decisions within the scope of authority while working collaboratively with other professionals. 2. Works independently with little need for day-to-day supervision. 3. Networks with religious professional colleagues within and outside the congregation.	1. Provides leadership in designing and encouraging training for staff and congregational leaders. 2. Takes responsibility for keeping staff and leader teams aware of new best practices.