



CALLING TO EDUCATIONAL MINISTRY



REVISED EDITION

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CALLING TO EDUCATIONAL MINISTRY

REVISED EDITION

Brief Contents of Parts One and Two

Part I of this manual is to help churches to:

- ✦ Decide if calling a Christian educator to lead their educational ministry is something that would enhance the church and God's clear call to make disciples.
- ✦ Discover the tools to discern the needs of the church in education and the skills and knowledge needed to help the church fulfill its educational ministry.
- ✦ Use a process to produce a position description for the search and call of a Christian educator.
- ✦ Use the Church Leadership Connection (CLC), the PC(USA)'s Web-based computer matching and referral service.
- ✦ Select, interview, and call an educator.

Part II of this manual is to help Christian educators to:

- ✦ Discern a call to educational ministry.
- ✦ Prepare for a call.
- ✦ Assess gifts for ministry.
- ✦ Use the Church Leadership Connection (CLC), the PC(USA)'s Web-based computer matching and referral service, for completing a Personal Information Form (PIF).
- ✦ Assess, interview, and accept a call.

Audience for this Resource

In addition to the congregation and the educator, this resource can assist the following in the call process:

- ✦ session
- ✦ presbytery (check with your own presbytery to know what its requirements may be)
- ✦ presbytery's Committee on Ministry (COM)
- ✦ pastor
- ✦ presbytery's Committee on Preparation for Ministry (CPM)

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A List of Acronyms and Web Contact Information Used in This Resource

| | |
|------|--------------------------------------------------------------------------------|
| APCE | Association of Presbyterian Church Educators apcenet.org |
| CACE | Certified Associate Christian Educator www.pcusa.org/christianeducators |
| CCE | Certified Christian Educator www.pcusa.org/christianeducators |
| CIF | Church Information Form www.pcusa.org/clc |
| CLC | Church Leadership Connection www.pcusa.org/clc |
| COM | Committee on Ministry www.pcusa.org/ministers/com |
| CPM | Committee on Preparation for Ministry www.pcusa.org/prep4min |
| ECC | Educator Certification Council www.pcusa.org/christianeducators |
| EEA | Enrolled Educational Assistant www.pcusa.org/christianeducators |
| PDS | Presbyterian Distribution Service www.pcusa.org/marketplace; 1-800-524-2612 |
| PIF | Personal Information Form www.pcusa.org/clc |

Please Note: Several of the forms included in this resource are available in printable format at www.pcusa.org/christianeducators.

PART ONE

ON CALLING A
CHRISTIAN EDUCATOR



Introduction

Biblical and Theological Foundations for Calling a Christian Educator¹

What Is “Call”?

Call is the understanding and acceptance of one’s purpose in God’s plan.

As Presbyterians we believe that educators and congregations are brought together through a call from God. It is a relationship established not primarily for the benefit of one or both parties but for the purpose of service in the ministry of Jesus Christ. God has endowed both the educator and the people with particular gifts and experiences that, when brought together, provide the resources for effective ministry. For the educator this relationship is confirmed as the session, the educator, and possibly the presbytery all say “yes” to the call.

A Calling to Teach

Jesus’ life made visible the importance of teaching both by what he did and what he said. This was made evident by his commandment to “Go . . . make disciples . . . teaching them . . .” (Matthew 28:19–20). This mandate both shapes and informs the role of an educator. An educator stands with students and challenges them to look several ways: toward Christ’s teachings; toward biblical, faith traditions, and values of the Christian community; toward personal experiences of life; and toward the world in order to discern the commitments and actions they take based on what they are called to do by the Holy Spirit.

The Presbyterian Church (U.S.A.) emphasizes the education of the people of God as a primary task of the church. Through dynamic interaction, persons and communities are challenged to form a faith perspective through which they view the world and acknowledge the active presence of God. Intentional Christian education provides a variety of opportunities for people of all ages to explore the elements of the Christian story, reflect on their experiences in the light of Scripture, and respond through action in the world.

Through baptism all Christians are called to faith in Jesus Christ and to the service of God. “The church’s calling,” according to Dr. Jack Stotts, former president of Austin Presbyterian Theological Seminary, “is that of divine initiative and human response. God calls. The people respond. . . . The characteristics of the one who is called are: accountability (we are accountable to one another); exemplars of an alternative vision; the capacity to identify with the people. The leader can depend on the calling community to be their advocates and to create conditions of empowerment.”²

Many people respond to God’s call to uphold the ministry of education in the church. Some leaders have been called out from the people into an intentional, professional ministry in the life of the church as Christian educators. Those who discern this call as educators are persons of strong faith and dedicated discipleship who demonstrate in their manner of life their love of Jesus Christ as Savior and Lord. They possess the necessary gifts and abilities to be effective educators in the church as demonstrated in their knowledge of the Bible and theology, in their skills in communicating their knowledge to others, and in their proficiency in equipping others to teach and to encourage the discipleship of others.

The Ministry of Education and Educators

The Christian educator and minister of Word and Sacrament share an emphasis on the proclamation of the Word, but generally, the educator’s focus is on teaching as a form of proclamation. Education helps people discover and make the proclamation themselves. Like ministers of Word and Sacrament, educators help orient Christian faith and life around the font and table in the sacraments. Educators not only prepare people of all ages for community participation in Baptism and the Lord’s Supper, but also engage them in conversation about the implications of the church’s life and witness found in these celebrations. In partnership with ministers, elders, and deacons, educators work toward equipping the community of faith—children, youth, and adults—for its life and mission to serve the needs of a hurting and broken world.

The ministry of education is not limited to but centered primarily in the function of teaching and equipping congregations and other bodies as learning communities. Educators serve as church educators, directors of Christian education, directors of children’s, youth, and/or adult ministries. They serve as associate pastors whose work is focused in Christian education, as recreation leaders, as resource center directors, as cluster educators, as seminary faculty, as national staff members, as church camp directors, as presbytery associates for nurture, as day school directors, as well as in a wide variety of other educational positions. The ministry of education encompasses roles that help to shape an educational vision, establish goals, evaluate, plan and arrange programs, recruit leaders, define and select curriculum, set structures, and evaluate the effectiveness of intentional educational experiences.

1. A portion of this material was included in the *Final Report of the Workgroup on the Role and Status of Christian Educators in the PC(USA)*: GA Minutes, 2000.

2. Jack L. Stotts, “A Theology of Vocation” (PCUSA PDS #232-91-016, December 1990).

Who Are Educators?

According to *The Constitution of the Presbyterian Church (U.S.A.)*, Christian educators are called by God and, along with the session and pastor, share responsibility for the spiritual growth of the members of the church.

Because of the importance of Christian education in the total ministry of the church, the Presbyterian Church (U.S.A.) has set standards for the preparation and performance of educators as well as for a process for professional development and support that results in several levels of professional leadership for churches seeking Christian educators. Certification is granted at the end of an intensive process of preparation, study, service, and examination administered by the Educator Certification Council on behalf of the General Assembly Council. The two levels of certification are **Certified Christian Educator (CCE)** and **Certified Associate Christian Educator (CACE)**.

The reality is that church educators come to their calling in a variety of ways and with various levels of educational preparation and experience. Some educators begin their journeys with college and/or graduate school preparation. Others come through the recognition of their gifts and commitment by members in congregations that have benefited from their lay leadership.

In recognition of the fact that many qualified persons entered the field in “nontraditional” ways, that is, through volunteer service and part-time employment in the field, the church has made it possible for persons who do not hold a degree in Christian education to become certified.

The complexity of paths are illustrated in the following listings:

- ✦ **Enrolled Educational Assistant** is a person who does not hold a bachelor’s degree but has completed the educational requirements as required by the Educator Certification Council.
- ✦ **Degreed Christian Educator** is a person who holds a Master of Christian Education degree or a bachelor’s degree in Christian education but is not certified. He or she may or may not be in the process of becoming certified.
- ✦ **Locally Discovered and Developed Lay Educator** is a person who has been seen to have a natural gift for and interest in the ministry of Christian education and is serving in his or her own or a neighboring congregation as a volunteer or in a paid position. Often this educator comes to the position with valuable skills from a career in public or private education but has not had specific training in courses recognized as important to Christian education. He or she may be an Enrolled Educational Assistant, a preliminary step in the certification process.
- ✦ **Ordained Minister of Word and Sacrament and Certified Christian Educator** is a person who holds a Master of Divinity degree that also includes additional course work in Christian education or a dual degree, or an additional master’s degree in Christian education, and has completed the ordination and certification processes.
- ✦ **Ordained Minister of Word and Sacrament and Christian Educator** is a person who holds a Master of Divinity degree that also includes additional course work in Christian education or a dual degree, or an additional master’s degree in Christian education, has completed the ordination process, and has not completed the certification process.
- ✦ **Ordained Minister of Word and Sacrament** is a person who holds a Master of Divinity degree, has completed the ordination process, may or may not have had additional courses in Christian education that are not part of the ordinary seminary course work, and is not certified.
- ✦ **Certified Christian Educator** is the person who holds a master’s degree in Christian education or in a related field or an equivalent course of study and who has completed the certification process.
- ✦ **Certified Associate Christian Educator** is a person who holds a bachelor’s degree in Christian education or a bachelor’s degree in another field or an equivalent course of study and who has completed the certification process.

Do You Need an Educator?

Congregations in the Presbyterian or Reformed tradition emphasize educational ministries. A session often considers the addition of a staff person for educational ministries for a variety of reasons. Moving from dreaming about an educator to calling an educator requires the exploration of a number of concerns by the congregation and the session.

Questions to Consider

Below are some questions concerning common issues about education. If the majority of the answers to these questions is "yes," then your congregation or middle governing body may be ready to consider calling an educator.

For a congregation:

1. Does your congregation have mission goals to strengthen the educational program?
2. Do you need an additional staff person with the time and experience to develop the educational program?
3. Do you have just a few lay people doing all the work and experiencing burnout?
4. Do you have difficulty getting volunteers to serve on session committees?
5. Do you have lay people who say they would be willing to take leadership positions or to teach but don't know how?

6. Do your teachers/leaders use many different curricula?
7. Do your teachers/leaders know where to go to find additional resources for their class/project?
8. Does your congregation need an understanding of the relationship between worship, mission, stewardship, and education?
9. Do you have parents who want their children and youth to be more active in the worship, mission, and educational ministry of the congregation?
10. Does your congregation have adequate resources or the potential to develop adequate resources to call an educator?

For a middle governing body:

1. Does your governing body include a majority of small churches?
2. Do your congregations request leadership training?
3. Do you have few, if any, opportunities for youth events in your area?
4. Do congregations ask for help in finding education staff?

This is not an exhaustive list of questions. But it may stimulate you to think of other questions concerning the educational life of your congregation that will further clarify your need for an educator.

Christian educators are persons who demonstrate their faith in and love for Jesus Christ, are dedicated to the life and faith and are serious in purpose, honest in character, and joyful in service.



Selecting an Educator Search Committee

When your session has voted to seek an educator for the ministry of the congregation, work begins with forming an Educator Search Committee. If your congregation has not decided on whether to call an educator or an ordained minister for education, please consult the companion manual, *On Calling a Pastor*. It includes the steps required for the election of a Pastor Nominating Committee and a description of its work.

The Educator Search Committee is a committee of the session given the task to:

- assess educational needs
- prepare a position description of the educator
- prepare a Church Information Form (CIF)
- conduct the search for and interviews with prospective educators
- make the recommendation to the session for the final decision

Composition of the Educator Search Committee

Because an Educator Search Committee should bring a strong unified recommendation of a candidate to the session, the composition of the committee is very important for its work. The session might ask one of its existing committees or a special task force to recommend a roster of persons for membership on the Educator Search Committee. The following are key considerations:

- A good working number for the committee is five to eight people.
- Committee members should be representative of the whole congregation, including youth, involved in the educational ministry of the church.
- They should be persons who have the respect and confidence of the congregation.
- They should be able to work with confidential information and to present a good picture of the congregation.
- They should be people who can work together well as a team in this journey of faith.

Calling an educator is not simply “hiring” someone. Many people who have served on an Educator Search Committee have found that the experience of participating in this process has deepened their faith and their spiritual lives. Serving on a search committee often reveals how God’s hand works through this process of calling an educator to minister with a congregation.

The session will elect the Educator Search Committee. The session may (or may not) appoint the moderator and clerk of the search committee. All those involved should prayerfully consider the persons God is calling to this important ministry.

Organizing the Work of the Educator Search Committee

Convening the Committee

After election of the Educator Search Committee, someone (i.e., the clerk of session, the moderator of the Educational Ministries Committee, or an elder appointed for this reason) should convene the committee for its first meeting. Your presbytery may have a staff person in education or be able to recommend a Certified Christian Educator (CCE) who would be able to consult or assist you in this process.

At this meeting, the convener would assist the Educator Search Committee in the following ways:

1. Guiding in the establishing and writing of the purpose and mission of the Educator Search Committee;
2. Informing of the reporting procedure to the session;
3. Enabling the election of a moderator and a clerk (if these persons were not elected by the session);
4. Informing of budget considerations established by the session. A budget line should be made available to the search committee for expenses incurred in the educator call process, such as bringing candidates in for interviews, phone calls, and copying expenses.

Key Committee Roles

While there are many tasks for members of the Educator Search Committee, the following leadership roles are key:

- **Moderator:** The person appointed by the session or elected by the Educator Search Committee to serve as leader. The moderator calls and moderates meetings, guides the work of the committee, and ultimately is the contact person with any finalist for the position. This person (or another) could handle any financial expenditure and work with the church’s treasurer. The moderator also has the responsibility of stressing the importance of confidentiality throughout this process.
- **Clerk:** The person appointed by the session or elected by the Educator Search Committee to serve as recorder of the work of the committee. The clerk would probably notify members of the meetings, take minutes, and provide other support for the work of the committee. He or she would acknowledge receipt of self-referrals and express appreciation to all candidates for their interest.

- ✦ **Computer Clerk:** Since the Church Information Form (CIF) is now done online, a person comfortable with computers and the Internet is important for the work of the committee. In addition, most resumes (Personal Information Forms, PIFs) will be received via the Internet. The computer clerk needs to have access to the Internet and a printer to download and print the resumes.
- ✦ **Education Clerk:** This person keeps the session and the congregation informed about the process of the search. Such information enables the congregation to be in earnest prayer for the search and to be supportive of the work of the committee. Only information about the process should be shared, never information about individual educators who are being considered. The education clerk also keeps the following steps in front of the congregation:
 - a. Election and organization of the Educator Search Committee;
 - b. Writing and approval of the Church Information Form;
 - c. Receiving and reviewing of resumes;
 - d. Interviewing of educators;
 - e. Final report to the session;
 - f. Announcement of the educator being called.

Every member of the Educator Search Committee is expected to practice confidentiality throughout this process.

Other Key Participants in the Search Process

The search for an educator involves a number of different people and groups within the church, both locally and nationally. Here are some of the responsibilities and roles of these various entities.

Session

In the Presbyterian system of polity, the session, not the congregation, is the body charged with extending a call. The session has the authority to appoint an Educator Search Committee and the search committee has the responsibility of reporting to the session for approval of decisions. After appointing the committee, the session should expect regular reports from the committee on its progress. The session must also give approval to the Church Information Form and any financial expenditure incurred by the committee. Session will receive the final report of the committee and through its actions extend the call to the educator.

Pastor

Involvement of the pastor in this process is key. Decisions need to be made early in the process about the role of the pastor in the search. In many cases, the pastor is actively

involved in the initial steps, working with the Educator Search Committee to develop the Church Information Form. Then the pastor reenters the process when the committee has narrowed the field to two or three final candidates. The pastor must be involved in interviews with final candidates and will probably want to have some private interviews with the finalists as well. The pastor supports the committee's recommendation to the session.

Presbytery

Since every presbytery functions differently, it is important early in the call process to contact the presbytery office to see what resources and services are available for the search. Some presbyteries require that certified educators receive the same minimum financial compensation as ordained ministers; other presbyteries will provide resource persons or liaisons to work with the search committee; still other presbyteries will suggest names of potential candidates or advertise the position. Check with your presbytery office for ways in which it can assist you in the search.

The stated clerk has the responsibility of maintaining rolls listing all Certified Christian Educators and Certified Associate Christian Educators within the bounds of the presbytery.


Presbytery's Committee on Ministry (COM)

The *Book of Order* spells out ways that the certified Christian educator is related to the presbytery and how these persons should be supported by the Committee on Ministry (COM) of the presbytery.

**See page 32 for a more detailed discussion of the issue of COM's support.*

Presbyterian Church (U.S.A.)

The Presbyterian Church (U.S.A.) has a number of resources available to assist in the search. The Church Information Form is submitted through the Church Leadership Connection (CLC), an online communication tool. CLC provides the national church the opportunity to view all Church Information Forms. In addition, CLC (or your presbytery office) will provide a matching service to link prospective educators with skills similar to those desired by your search committee. The Association of Presbyterian Church Educators (APCE) provides an opportunity to network with prospective educators through its annual meeting and other regional avenues. Other ways that the Presbyterian Church (U.S.A.) can assist include:

- 
- Face-to-face events held at General Assembly meetings and other gatherings to help educators and churches to connect and to have opportunities for dialogue about available position openings;
 - Face-to-face opportunities held in conjunction with the annual APCE events;
 - Working on behalf of the General Assembly Council, the Educator Certification Council (ECC) establishes certification standards, evaluates certification exams, and administers the certification process for educators in the Presbyterian Church (U.S.A.).

As Presbyterians, we believe that God's Spirit works best through a number of people working together. The search for an educator is a living demonstration of that belief and theology as together we seek to discern God's will for a particular congregation.

*If you allow yourself to be open to the leading of God's Spirit,
you may be in for some wonderful surprises.*



The Work of the Educator Search Committee

Developing a Position Description

This section of the manual is most beneficial in beginning the call process of a Christian educator. It is important to work through these pages to develop a united position that will represent your congregation. The time and effort spent will allow the Educator Search Committee to clearly present and interpret the needs and expectations of the congregation to prospective educators.

The following worksheets will enable the search committee to access, develop, and construct a position description in preparation for completing the Church Information Form (CIF). Permission to photocopy these forms is granted for local church use.

- A. **Preliminary Expectations Worksheet** (page 13)
This worksheet is designed to help members of the Educator Search Committee begin to individually think about and prioritize the kind of elements they want to include in this position.
- B. **Working Relationships Worksheets** (pages 14–15)
B-1. Committee’s Response Worksheet
B-2. Pastor(s)’ Response Worksheet
These exercises for the committee and pastor(s) encourage agreement on educational priorities; appropriate working relationships among educator, pastor, and session; and the role of the educator in the educational ministry. These exercises will alert the committee to differences so that the committee can resolve them, making the interview time much more productive and effective.
- C. **Educational Skills, Responsibilities, and Interests Worksheet** (page 16–17)
This worksheet addresses specific areas of leadership skills and abilities that will further develop a position description.
- D. **Areas of Responsibility Requiring Immediate Attention Worksheet** (page 18)
This worksheet is a consensus of the committee on most urgent needs that provides direction for the educator upon his or her arrival.
- E. **Position Description Worksheet** (page 19–20)
This is a working position description that is created based on decisions reached from the information gathered on previous worksheets. The committee should be in agreement as to the key elements essential to the position description. When a call is extended, this position description should be finalized in conversation with the educator.
- F. **Suggested Compensation Guidelines** (page 21–23)
This worksheet provides guidelines for compensation. Along with a working position description, the total compensation package should be written and approved by the Educator Search Committee before it goes to the session or governing board. The session or governing board should read, understand, approve, and have their official members sign these two documents before extending a call.
- G. **Sample Salary and Benefits Contract** (page 24)
Use this sample contract to develop the contract for the position you are describing.
- H. **Sample Christian Educator Position Description** (page 25)
Along with the information the committee compiles, use this sample as a guide in developing your position description.



A. Preliminary Expectations Worksheet

This worksheet is the first step in clarifying a local church's expectations about the position of an educator. Each member of the Educator Search Committee should receive, complete, and bring his or her copy of this worksheet to the first meeting of the committee.

After this worksheet is completed individually, the responses are to be shared with the entire search committee. Be sure to

observe instances where responses are the same and where there are differences of opinion. Discuss the differences and come to a consensus. Use a blank copy of this form for group compilation.

Along with the information the committee compiles, use this sample as a guide in developing your position description.

| Do you expect that the educator will: | Usually | Infrequently | Never |
|--------------------------------------------------------------------------------------------------------------------------|---------|--------------|-------|
| 1. Spend a major portion of time in development of leaders? | | | |
| 2. Be knowledgeable about current trends and resources in education? | | | |
| 3. Attend stated meetings of the session? | | | |
| 4. Serve as a resource person to session committees other than the committee on Christian education (or its equivalent)? | | | |
| 5. Be personally responsible to enlist church school teachers and leaders? | | | |
| 6. Be personally responsible for planning programs for youth ministry? | | | |
| 7. Spend a major portion of time working with youth? | | | |
| 8. Be available for conferences on an individual basis with persons seeking the educator's help and advice? | | | |
| 9. Visit in homes of the congregation on a regular basis? | | | |
| 10. Participate in regular staff meetings? | | | |
| 11. Keep regular specified office hours at the church? | | | |
| 12. Do his or her own clerical work? | | | |
| 13. Work on presbytery, synod, and General Assembly committees and projects when asked or appointed? | | | |
| 14. Cooperate with community agencies/programs/schools? | | | |

Other particular expectations of this congregation:

| | | | |
|-----|--|--|--|
| 15. | | | |
| 16. | | | |
| 17. | | | |

B. Working Relationships Worksheets

B-1. Committee's Response Worksheet

Complete the following worksheet individually and share responses with the entire search committee. Be sure to observe instances where responses are the same and where

there are differences of opinion. Discuss the differences and come to a consensus. Use a blank copy of this form to create a group compilation.

| Check the appropriate column(s) to show which individual or group will fulfill each function listed below. | Session | Pastor | Education Committee | Educator | Other |
|------------------------------------------------------------------------------------------------------------|---------|--------|---------------------|----------|-------|
| 1. Interprets educator's responsibilities to staff and congregation | | | | | |
| 2. Orients educator to work in church | | | | | |
| 3. Serves as major partner with educator in planning educational ministry | | | | | |
| 4. Serves as major partner with educator in developing and interpreting budget for educational ministry | | | | | |
| 5. Serves as main channel for new ideas and resources for educational ministry proposed by educator | | | | | |
| 6. Helps educator plan work | | | | | |
| 7. Serves as final decision maker with educator about her or his work | | | | | |
| 8. Has major responsibility to coordinate the educator's work with the work of others in the church | | | | | |
| 9. Has major responsibility to intervene with problems or criticism about the educator's work | | | | | |
| 10. Performs the annual review and makes recommendations for the educator's salary | | | | | |
| 11. Recruits teachers and leaders for the educational program | | | | | |
| 12. Designs, schedules, and conducts the training for teachers | | | | | |

Optional: Add areas unique to your particular congregation here:

| | | | | | |
|-----|--|--|--|--|--|
| 13. | | | | | |
| 14. | | | | | |



B. Working Relationships Worksheets

B-2. Pastor(s)' Response Worksheet

The pastor is the key person in determining how a church staff works together. Although the actual working relationship between any pastor and educator is finally the product of the particular skills and personalities of the individuals, an educator is greatly helped by having a general relationship to a church staff.

Each pastor on the staff should complete this checklist as a preliminary and partial statement of the committee's understanding of the church staff's team ministry. The pastoral staff should reach consensus on this form. Once consensus is reached, a copy of this form should be given to the Educator Search Committee.

| As a member of the church staff, does your approach to team ministry include the following: | Always | Usually | Sometimes | Never |
|-------------------------------------------------------------------------------------------------------------------------------|--------|---------|-----------|-------|
| 1. Scheduling regular church staff meetings to develop and coordinate the total program? | | | | |
| 2. Familiarity with and support of the educational ministry of the educator? | | | | |
| 3. Scheduling meetings with the educator to coordinate and strengthen leadership efforts? | | | | |
| 4. Informing and seeking to be informed by the educator of ill and/or bereaved members in the congregation? | | | | |
| 5. Sharing with the educator the problems of families with whom he or she is particularly involved in work activities? | | | | |
| 6. Coordinating with the educator plans for staff vacations and continuing education? | | | | |
| 7. Working out differences with the educator prior to deciding on issues with groups in the congregation or with the session? | | | | |
| 8. Asking for ideas from the educator about worship and/or his or her participation in worship? | | | | |

Other aspects of team ministry unique to your staff with this congregation:

| | | | | | |
|---------------------------------------|--|--|--|--|--|
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| Name of staff member completing form: | | | | | |

C. Educational Skills, Responsibilities, and Interests Worksheet

In this section the committee will consider and direct the educator's involvement in various programs and ministry areas of the congregation. As a result of the work done here, a foundation for the "1. Responsibilities" section of the position description will be created.

Each member of the committee and pastor should complete this form separately; as a group they should chart and

prioritize findings. Be sure to observe instances where responses are the same and where there are differences of opinion. Discuss the differences and come to a consensus. Use a blank copy of this form for group compilation.

Additional skills, choices, and definitions are available on the Church Information Form (CIF) at www.pcusa.org/clc.

| Areas of Educational Responsibility | Preferred Skills |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Administration of Programs Oversee and ensure that programs are planned, advertised, implemented, and evaluated as they relate to the overall mission and ministry of the organization. | |
| Administrative Leadership Overseeing the delivery of planned activities or services. Encouraging and enabling volunteers and/or professional staff to accomplish their duties, achieve their goals, and develop their personal and professional gifts in response to God's call upon their lives. Evaluating the effectiveness of the programs. | |
| Adult Ministry Providing specialized knowledge of resources and programming that meets the needs of adults. | |
| Budget Preparation Working from a defined project or operational plan, developing an estimate of the financial resources required that enables the effective management of the project or operation with the constraints of the funds available. | |
| Children's Ministry Providing specialized knowledge of resources and programming that meets the needs of children and their families. | |
| Communication (Written/Oral) Expressing ideas, beliefs, and feelings in individual and group situations; adjusting language or terminology to intended audience and creating an enthusiastic response. | |
| Congregational Fellowship Helping members and groups come together, know one another, have the opportunity to love and support one another, in response to God's call upon their lives. | |
| Counseling Helping both members and others to move toward spiritual maturity and increased comfort in a time of stress by listening, making appropriate responses, and, when needed, making referrals. | |
| Curriculum Building Developing a program of educational experiences that serves as the basis for the theological and biblical development of the members of the church/organization. The ability to adapt, plan, and write curriculum for various age groups. | |
| Defining Program Needs Analyzing the educational or other programmatic needs of an organization or group of individuals. | |
| Development of New Educational Experiences Creating, evaluating, and refining new educational experiences based on a needs analysis of the church/organization. | |
| Evaluation of Program and Staff Assessing specific programs and/or staff; encouraging and facilitating an environment of accountability, recognition, openness, and constructive feedback. | |
| Family Ministry Providing specialized knowledge of resources and programming that meets the needs of families. | |

| Governing Body Ministry Working with presbytery, synod, and general assembly committees in shaping and implementing their ministries. | Preferred Skills |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Group Process Facilitation Guiding the process in a way that enables a group to define their goals, needs, concerns, etc., and to combine their gifts to achieve the desired needs. | |
| Information Technology Utilizing modern computer and telecommunications facilities, programs, and resources to accomplish functions on a cost-effective basis. | |
| Involvement in Mission beyond Local Church Identifying specific projects or programs that enable persons and/or groups to support, study, and participate in the church's worldwide mission. | |
| Leadership Development Recognizing and calling forth persons as potential leaders of the church's ministry and providing opportunities for their training, development, and growth. | |
| Leadership of Staff/Volunteers Working with staff and volunteers to develop a vision for the future of the church's organization by creating a climate of involvement and enthusiasm. | |
| Older Adult Ministry Providing specialized knowledge of resources and programming that meets the needs of older adults. | |
| Problem Solving/Decision Making Systematically breaking down problems or opportunities into components by identifying relevant issues, fact-finding, and recognizing connections. Generating options, evaluating them, and selecting the "best" ones for implementation. | |
| Project Management Developing a workable plan for accomplishing a specific objective. Monitoring and facilitating progress in implementing the plan. Modifying the project objectives and resource needs as the plan unfolds. | |
| Spiritual Development Providing personal spiritual care, resources, guidance, and leadership for persons seeking to deepen their faith in Jesus Christ. | |
| Teaching Providing instruction and/or educational experiences that increase theological and biblical awareness, skill and motivation to continue learning. | |
| Training Volunteers Delivering specialized training that suits the skills and knowledge needs, constraints, and sensitivities of nonpaid workers in the church/organization. | |
| Young Adult Ministry Providing specialized knowledge of resources and programming that meets the needs of young adults. | |
| Youth Ministry Providing specialized knowledge of resources and programming that meets the needs of youth and their families. | |

D. Areas of Responsibility Requiring Immediate Attention Worksheet

After the Educator Search Committee has listed the educational priorities of the congregation and decided what skills and interests it desires the educator to possess, the areas of responsibility requiring immediate attention should be identified. This section should be completed by the committee and the pastor(s).

The committee and the pastor(s) should list three priority concerns or activities to which the educator will devote major time and effort during the first twelve months of his or her ministry. Describe each concern or activity, indicate

goals the educator will strive toward to address each goal, and suggest who in the congregation/church staff would be resources for the goal to be accomplished in the twelve-month period.

Each member of the committee and the pastor should complete this form separately; then as a group, chart and prioritize findings. Be sure to observe instances where responses are the same and where there are differences of opinion. Discuss the differences and come to a consensus. Use a blank copy of this form for group compilation.

| Priority Activity or Concern | Description | Goal | Resource People |
|------------------------------------------------------|-------------|------|-----------------|
| 1. The most important priority or concern is: | | | |
| 2. The second most important priority or concern is: | | | |
| 3. The third most important priority or concern is: | | | |

E. Position Description Worksheet

NOTE: This form is completed based on decisions reached from the previous worksheets. After the committee has completed the exercises and discussed the results, it is ready to prepare a preliminary position description. The

committee should be in agreement as to the key elements essential to the position description, but should be flexible in order to include ideas generated during the call process.

1. Responsibilities

Specific tasks, assignments, and program areas for which this person has responsibility:

(Summary of information in "C. Educational Skills, Responsibilities, and Interests Worksheet," page 16–17)

2. Working Relationships

List persons by position, board, or committee with whom the educator will work closely.

Describe any special relationships to community and presbytery structures.

(Summary of information in "B-1. Working Relationships" and "B-2. Working Relationships" worksheets, from page 14–15)

3. Qualifications

Specify whether experience as an educator is "Required" or "Desired" for the specified position.

R = Required D = Desired

Employment

Full-Time Part-Time Open to either

Certification Level

Certified Christian Educator
 Certified Associate Christian Educator
 Enrolled Educational Assistant
 In process of certification

Experience Desired

first call less than 2 years 2 years or more
 4 years or more 6 years or more 8 years or more

Language Requirements

English Spanish Korean
 Mandarin Chinese Japanese Cantonese
 Taiwanese Other _____

4. Office Arrangements and Support

Describe the office arrangements planned for the educator:

Office space (enables a staff person to work effectively and efficiently. Provision for office space indicates the level of commitment for the newly created position):

Office location (depending on your building plant, locate your educator's office for maximum interoffice communication and availability):

Equipment (provide appropriate equipment, including a desk, phone, computer, printer, photocopying machine, fax machine, file space, bookcases, and storage):

Staff support (identify whether the educator will be expected to do his or her own office work or if there will be administrative support. A part-time secretary is a way to enable educators to focus on priority matters):

Budget support (the congregation's annual budget should provide funding for programming, that is, curricula, resources, workshops, mileage, expenses, equipment, furnishings, and so forth):

NOTE: *It is recommended that reviews be conducted annually. It is helpful and beneficial to conduct performance reviews and benefit reviews at separate times.*

F. Suggested Compensation Guidelines

Find out about any presbytery minimum requirements concerning salary and benefits packages for educators or clergy. Sometimes these requirements are the same and sometimes they are different. Finances are figured differently for an ordained person than for a nonordained person.

This worksheet will assist in determining an appropriate salary range for a church educator. The committee may find it helpful to work through this form before the search using the minimum requirements for the minimum of the range and the top figure the church can pay for the maximum of the range. When the committee has decided whom it wishes to call, this may be helpful in determining the salary offered. This worksheet may also be used during the annual salary reviews to take into account any new factors, years of experience, or progress toward certification.

The salary should be determined on the basis of the duties performed and the skills of the person called to accomplish them. In keeping with the "Suggested Compensation Guidelines" for Establishing an Educator's Salary, it is also appropriate to study the salary in relation to other staff and clergy compensation packages. For that reason this format is based on the figure determined locally by the presbytery to be the minimum compensation for clergy. The committee's presbytery office can supply the most recent minimum salary figures. If the presbytery breaks the minimum figures into cash salary and housing allowance, add these two together to find the base figure for an educator.

Presbytery's minimum salary (cash and housing)

\$ _____

Circle the letter of the qualification that applies to the position being considered in groupings 1 through 4 below. Multiply the presbytery minimum salary (see above) by the appropriate percentage. Finally, do the addition or subtraction to or from the base figure.

1. Academic Qualifications (only one of the following applies)

- a. If the educator has not earned a BA/BS (undergraduate degree)
subtract 15% (.15 x minimum) Subtract \$ _____
- b. If the educator has a BA but has not earned an MA in Christian Education (MACE)
or MA in a related field subtract 5% (.05 x minimum) Subtract \$ _____
- c. If the educator has a MACE or an MA (above) add nothing.
- d. If the educator has earned a doctorate in a related field
add 20% (.20 x minimum) Add \$ _____

2. Certification (only one status applies)

- a. If educator is an Enrolled Educational Assistant
add 5% Add \$ _____
- b. If educator is a Certified Associate Christian Educator
add 10% Add \$ _____
- c. If educator is a Certified Christian Educator
add 15% Add \$ _____
- d. If educator is not in the certification process, add nothing.



3. Complexity (circle all that apply)

Various characteristics of a position make it more complex and thus worth more to the church. Typical salary factoring includes such ingredients. It is recommended that the base salary be increased by 1% for each of the following that applies to the position:

- a. Has staff responsibility for more than one session committee.
- b. Supervises daycare or weekday program in addition to education program.
- c. Congregation is bilingual, multiracial.
- d. Church is under Administrative Commission or other conflict situation.

Count the number above that apply and multiply by 1% of base salary

(.01 x number of factors above x minimum) Add \$ _____

4. Experience

Add 1% per year of full-time experience as a church educator

(.01 x number of years x minimum) Add \$ _____

Calculate Salary

Presbytery minimum salary \$ _____

Add/subtract for academic qualifications \$ _____

Add/subtract for certification level \$ _____

Add for factors of complexity \$ _____

Add for years of experience \$ _____

Total salary: \$ _____

Other Compensation (benefits and payments to which an educator is entitled) include:

- **Social Security (FICA):** Unlike clergy, educators are not self-employed and therefore must receive Social Security.
- **Health insurance:** Educators may be enrolled in the PC(USA) Board of Pensions health plan. For eligibility and guidance, contact the Board of Pensions for their brochure on lay employees. Visit www.pensions.org for more information.
- **Retirement plan:** See note about health insurance above.
- **Vacation and sick leave:** Four weeks of vacation, including at least two weekends, is recommended; and ten days of sick leave.
- **Continuing education time and expenses:** Two weeks' paid continuing education is recommended.
- **Other professional expenses:** These expenses may be reimbursed by voucher: including such items as mileage, books, professional magazine subscriptions, and memberships in professional organizations.

Compensation Package (based on full-time employment):

Cash Salary
FICA
Annuity
Health Insurance

Total Package (Compensation Package plus the following):

Annual Expenses:

- Car Allowance
- Book Allowance
- Continuing Education Allowance

Funds:

- Activity Fee Allowance
- Petty Cash Account

Vacation, Continuing Education, Service to the Larger Church:

- Four weeks vacation
- Two weeks annual continuing education with up to four weeks that may be saved over a two-year period for participation in one class
- One week for service to the larger church, such as serving as camp leader, as part of a conference planning team, as program director for a project or other activity that is not directly related to your local congregation

Moving Expenses:

- Professional movers' expenses
- Setup fee allowance to defray the other costs of moving such as deposits or hook-up fees for water, natural gas, electricity, rent deposits, telephone, new driver's licenses, state license plates, city tags, and other "hidden" costs that need to be paid when moving into a new position

Annual Review:

- An annual review of the position performance and position description, and an annual session review of the total compensation and benefits package should be built in.

G. Sample Salary and Benefits Contract

Pastor _____

Date of Final Approval: _____

Compensation Package:

| | |
|------------------------|----------|
| Cash Salary | \$ _____ |
| FICA (Social Security) | \$ _____ |
| Annuity (Retirement) | \$ _____ |
| Health Insurance | \$ _____ |

Total Package:

| | |
|--------------------------------|----------|
| Car Allowance | \$ _____ |
| Book Allowance | \$ _____ |
| Continuing Education Allowance | \$ _____ |
| Activity Fee Allowance | \$ _____ |
| Petty Cash Account | \$ _____ |

Additional Package Items:

- Four weeks vacation
- Two weeks annual continuing education with up to four weeks that may be saved over a two-year period
- One week for other service to the larger church
- Professional movers' expenses
- Setup fees
- Annual reviews—Performance Review, Salary and Benefits Review
- Other: _____

Approved by Educator Search Committee on _____

Educator Search Committee Moderator _____

Approved by Governing Board or Session on _____

Moderator _____

Christian educator _____

Pastor _____

Date of Final Approval _____

H. Sample Christian Educator Position Description

Title: Christian Educator **Full-time position**

Purpose:

To plan, create, develop, supervise, lead, and direct the ministry of education of the church in accordance with the policies and directions of the session, in relationship with the head of staff, staff session, Christian education committee, teachers, leaders, and congregation.

Accountability:

Accountable to the session, under the supervision of the pastor as head of staff

Responsibilities:

Curriculum Building:

- Develop a program of educational experiences that serves as a basis for the theological and biblical development of the members of the church/organization.
- Adapt/plan/write curriculum for various age groups and various church committees, that is, stewardship, mission, etc.
- Develop and implement curricula for preschool through high school levels.

Teaching:

- Provide instruction and/or educational experiences that increase theological and biblical awareness, skill and motivation to continue learning.

Equip Volunteers:

- Deliver specialized training that suits the skills and knowledge needs, constraints, and sensitivities of nonpaid (volunteer) teachers and leaders in the church/organization.
- Serve as adviser to the youth fellowship committee, the adult education program, and the church school superintendent.

Adult Ministry:

- Provide specialized knowledge of resources and programming that meets the needs of adults.

Children's Ministry:

- Provide specialized knowledge of resources and programming that meets the needs of children and their families.

Youth Ministry:

- Provide specialized knowledge of resources and programming that meets the needs of youth and their families.

Other

- Participate in presbytery educational ministry programs.
- Serve as ex-officio member of session and designated session committees.

Relationships:

Accountable to session, supervised by pastor as head of staff, and working in conjunction with the education committee in direction of responsibilities. Relate to presbytery education and resource center staff (as available by the presbytery).

Evaluation:

A performance review will be conducted annually. It may include:

- The educator—person being evaluated;
- The Christian education committee—the persons who know best the work of the educator;
- Representative(s) of the personnel committee;
- Representative of any committee staffed by the educator;
- And the head of staff/pastor.

The session personnel committee will conduct compensation and benefits reviews at separate times.

NOTE: This sample position description is a guide, and should be adapted to the needs and gifts of the congregation and the person called into the ministry of education.

Writing and Submitting the Church Information Form (CIF)

Now that you have completed your position description, you are ready to begin to write your Church Information Form (CIF). Make certain you have ensured Equal Opportunity for Service as required in the *Book of Order*.

For CIF forms, instructions for online completion of the CIF, and contact information for further assistance,

visit the Church Leadership Connection Web site at www.pcusa.org/clc. Church Leadership Connection (CLC), the PC(USA)'s Web-based computer matching and referral system, welcomes position listings from churches seeking to call an educator.

Collecting and Screening Personal Information Forms (PIFs)

By using the Opportunities Search on the CLC Web site, prospective educators will be able to read your CIF, link to your Web page if you have one, and may send you their PIF directly. These are called "self-referrals." Some search committees choose to advertise in Presbyterian publications such as *Presbyterians Today* to generate other self-referrals. Remember to keep your Committee on Ministry (COM) liaison informed (if applicable) of PIFs you receive as self-referrals since the COM may not have received copies.

The CLC-matching database has PIFs that contain answers to narrative questions, details about skills, preferences, work experience, and financial considerations, as well as a list of references. Use this information in your initial screening.

The CLC matching system selects names of persons who appear to be appropriate on the basis of information submitted in your CIF. The first list of PIFs will automatically be sent to you. Additional lists of PIFs will be sent only on your specific request.

Steps for Screening PIFs

A midpoint check should be done to determine how the search committee will organize itself to work after the PIFs begin to arrive. Take the time now to discuss the order and target dates for completing each of the following steps (remember they may vary from presbytery to presbytery):

1. **Receive all PIFs and provide copies** for all Educator Search Committee members.
2. **Read all information and have each member of the committee rank them from** (1) those most likely to be interviewed, to (3) those whom committee members feel should not be considered further. Use these questions as you compare the PIF with your CIF:

Does this person have the years of experience you are seeking?
Does he or she exhibit skills that you need?
Has he or she lived and worked in a setting like yours?
Do the educational activities ratings match yours closely?
What understanding of the Presbyterian and Reformed faith is exhibited?
Does the educator convey a sense of enthusiasm and commitment to the ministry of education?
What theological training is indicated and where was it obtained (PCUSA institution or other)?
What does the past work record indicate with regard to longevity?
Is there evidence of creativity?
Are there indications of good self-esteem and a sense of humor?

Keep in mind that PIFs referred through computer matching are selected based on the compatibility of the information

your committee has submitted in the CIF and the statement of preferences, experience, skills, and financial needs of each person as submitted in their PIF.

3. After all committee members have had a chance to react to each PIF, as a committee **carefully review and evaluate each PIF**, starting with those ranked (1) and continuing with those ranked (2). Set aside those ranked (3).

Self-referrals may be sent by candidates in response to information from the Opportunities Search.

- ✦ **If your committee receives a second copy of a PIF, take a close look at this person** because these come to you from two different processes—educator self-referral and computer matching. This means that from both points of view—computer matching and the educator self-referral—the skills and experience of the educator match the requirements of your church.
- ✦ **All PIFs coming through the Church Leadership Connection (CLC) will have the sexual misconduct sign-off section.** When a self-referred PIF does not contain this sign-off section, it may be because the educator printed the PIF without the sexual misconduct statement. Don't rule out a PIF without getting further clarification from the educator.
- ✦ **What do you do when an educator is not able to sign the sexual misconduct statement in the affirmative?** If this person interests your committee and meets your other criteria, turn this matter over to your executive presbyter or COM chair and trust their advice.

Communicating with Prospective Educators

The Church Information Form (CIF) and Personal Information Form (PIF) are designed to introduce educators and search committees and to help them begin to get acquainted. Most educators whom you are considering will be able to print a copy of your CIF from the Internet. Begin by setting a date for when the committee will telephone the educator or will expect communication from him or her. In order for a search committee to evaluate a person fully, it is necessary to meet the person face to face and engage in conversation. At some point during the process, a formal interview is scheduled. This will require travel on the part of the educator that should be paid for by the budget of the committee.

First Contact with Prospective Educators

Those persons referred by computer matching may or may not actually be open to considering your position. Although CLC removes persons from the database as soon as notification comes that a call is pending, some referrals will have accepted a call. It is important to act quickly on receipt of PIFs to contact persons to discover whether they are available and interested and to communicate your interest in them. This first contact may be made by the moderator or by an individual member of the search committee.

Things you need to know and to consider:

- Persons whose PIF you request from CLC may or may not be aware that you have their PIF.
- Those persons who self-refer will expect some response.
- Identify yourself and indicate that the contact is initiated based on the committee's reading of the PIF at an early stage in the process.
- Be ready to describe briefly the church and the position opening; have a copy of the CIF for reference.
- Ask if the person is interested in receiving further information about the position.
- Make notes about the phone call.
- If the person is interested, make arrangements regarding the next steps.

Exploratory or Telephone Interview

Before you interview any educator, decide what information you want and need in order to evaluate this person as your future leader. What questions will be asked and who will ask them? What information will the educator want to know about your church and community?

Set up a telephone interview. Use a speaker phone, a phone with several extensions, or a conference phone call so that several people can be involved in the conversation. Some search committees may even use Web conferencing technology for interviewing. Make notes on what has been decided and record any arrangements made.

Whatever method you use be sure to:

- Allow plenty of time.
- Allow the educator to ask questions that the CIF may have raised.
- Ask the educator to clarify or expand on information in the PIF.
- Keep careful notes.
- Take time to debrief and evaluate as a committee following the phone call.

Updating Educators

Promptly let all prospective educators with whom you have had direct contact know their status in your process. Send a thoughtful letter to those educators the committee has decided not to consider further. Set aside those whom you might consider later. Let them know promptly that they are still being considered.

Contacting References

- After the committee has determined that the educator is interested in the position, contact the references listed in the PIF.
- Prepare your questions in advance.
- Only check references when you are able to think clearly and be focused.
- Ask the reference if this time is convenient. If not, offer to call at a better time.
- Be sure of the identity and role of the reference and note it. Make notes about the date, time, and content of your conversation.

Questions to ask of references

It is usually helpful to tell the reference a bit about the congregation, community, and position for which the educator is being considered, and then ask the reference to give an assessment of how the prospective educator might serve in your setting.

It is appropriate and important to ask questions related to the educator's skills and experience that relate to the position being filled. Such questions might be "Tell me about John Doe's educational leadership skills" or "How does Jane deal with conflict?"

Many Presbyterians who serve on Educator Search Committees are familiar with secular employment practices where it is illegal to ask certain questions about a prospective employee. Because of the separation of church and state, the rules are different for search committees considering church professionals. Neither civil nor church law prohibits particular questions. However, questions should focus on the ability of the person to be effective in ministry and not be unnecessarily intrusive.

A good final question is "Is there anything else we should know?"

Secondary references

Secondary references are persons who are not listed by the educator but are suggested by others or contacted because they are thought to have knowledge of the educator. Secondary references should only be contacted when the educator has given his or her permission to do so. Under no circumstances should a search committee contact members of an educator's present congregation without her or his permission to do so.

Executive presbyters, stated clerks, and COM moderators do not fall into this category. They are automatically used as references because of their roles, and no authorization is needed from the educator to consult with them.

Background check

Background checks are assessments of an educator's character and fitness for employment. They may include checks of employment, credit, criminal, and motor vehicle records. If this position will involve work with children and youth, your state may require you or your presbytery to do a background check on the person you call. These are important steps even if not mandated by state law and should be strongly considered.

Using reference material

Make notes of your conversation for use when comparing those being considered. Be sure you get reliable information and ask references to respond only on the basis of firsthand knowledge. Do not share rumors or impressions that cannot be substantiated, and be sure you have specific information to back up negative references. When negative references are received, they should be carefully checked. Remember to consider the evaluator as well as the person being evaluated. Do not share reference material with anyone other than your committee.

*God calls people to and from
all kinds of vocations and places.*



Interviewing Potential Educators

Preparing for Interviews

Before you meet with any educator:

- Decide what information you want and need in order to evaluate this person as your future leader. What questions will be asked and who will ask them? What information will the educator want to know about your church and community? Gather this information before the interview.
- Review other materials the candidate may send you, such as lesson plans, designs for creative educational events, materials for training volunteers, and so forth.
- Come to consensus as a committee so that you convey clarity and harmony. Be clear about the job you are asking your new educator to do and the type of person you are seeking. Interviews are not the time for the committee to sort out their differences in the presence of an unsuspecting educator! Be clear about your process for decision making. What are the steps you will go through? What is your approximate timeline?
- Arrange for a tour that gives a good picture of your church and community when an educator visits your community, but be careful to protect confidentiality. Do not plan to include non-search committee members in the visit or introduce the educator around town. This is a small world, and word may get back to the educator's current congregation that he or she is seeking a new call.

Interview Questions You Might Ask

The following are questions you might ask during an interview of any potential educator:

- Tell us about your faith journey.
- What are the things you feel best about in your present ministry?
- What have been the challenges there?
- What makes you think you may be called to leave there now?
- What interests you about this position?
- What would you bring to our ministry?
- What are your greatest strengths in ministry?
... your greatest weaknesses?
- One of our goals is to strengthen our _____.
How would you do that?
- Describe a typical week in your ministry.
- Share your perspective on the Presbyterian Church (U.S.A.).
- One of the issues our session has debated in the past few years is _____. Tell us how you might address that topic.
- If we selected you as our educator, when could you start and what would be your start-up plan?
- How do you balance your personal and family life with your ministry?
- What will you need from the members of this church in order to be effective as our educator?
- What questions or concerns do you have?

Also develop questions related to the specific person being interviewed. These will come out of information you read in the PIF and information you hear from references.

Conducting the Interview

Decide which committee member should begin the interview. Your committee may want to start by giving a statement regarding the nature of your church and the position to be filled, followed by questions the committee has framed in advance. Each member should take notes and be prepared to ask questions that arise from the initial conversation.

- ✦ Allow adequate opportunity for the candidate to ask questions. These questions may sometimes be difficult and penetrating, but they indicate interest on the part of the educator. Present the problems and weaknesses as well as the strengths and opportunities of your situation directly and openly.
- ✦ Take notes, not only of the information shared but also of impressions gained in the course of the interview.
- ✦ Thank the educator for meeting with you. Let him or her know that the interview is not a commitment on the part of the search committee or educator, and indicate a specific date by which you will contact him or her.
- ✦ Ask the educator to let you know within a given period of time if he or she wishes to be considered further, allowing adequate time for him or her to check information and impressions gained in the interview.

After the Interview

A full committee review should be held as soon after the interview as possible.

- ✦ Remember that your committee has given each educator a week or two to consider your position. If at this point the committee decides it should not consider a particular person any further, a letter clearly stating the reasons must be sent.
- ✦ After the interviews, rank the individuals in the order of your preference, just as you did the PIFs. It is wise not to limit your selection to one person too soon, because he or she may turn you down.
- ✦ Remember that the educator also has needs and concerns and should be kept informed. Assign someone to follow up on each interview within the time frame you have discussed, and be certain that you contact the educator by the specific date you set, even if it is only to tell him or her that the committee has not yet reached a decision.
- ✦ If your committee cannot come to a consensus, it may be necessary to request more PIFs and continue the process. If an educator should decline your committee's invitation, the experience is not wasted; it will help the committee to move forward more quickly the next time.

If You Get Stalled

Occasionally committees become discouraged when things do not move along as smoothly as the members had hoped or when the person they choose decides not to accept their call. If this should happen, consider prayerfully the cause of your discouragement and deal with it realistically. The following suggestions might be helpful as you analyze and develop a strategy to deal with the problem.

Reconsider the qualifications required

- ✦ Are they realistic?
- ✦ What is implied by the amount of experience and specific skills the search committee is seeking?
- ✦ Which are truly necessary and which would be desirable to have?
- ✦ Is the committee operating with hidden expectations about qualifications not reflected here? If so, bring these out in the open and examine them.
- ✦ If necessary, rewrite parts of the CIF.

Reconsider minimum and maximum salary

- ✦ Is the salary range realistic enough to encourage applications?
- ✦ Has your committee considered the salary figure at which it will begin negotiations? It is not fair to your church or to educators to set the minimum salary lower than this figure.
- ✦ Is the salary commensurate with the experience and skills being sought?
- ✦ Are there other benefits that would make the opening more attractive?

Reconsider Personal Information Forms (PIFs)

- ✦ In light of your experience, some of the PIFs discarded earlier may now be worthy of new consideration.
- ✦ Reconsider other candidates with whom you have talked, and negotiate any minor problems.

Reconsider Your Church Information Form (CIF)

- ✦ Does the CIF accurately portray your church? Does it show all the potential of your church?
- ✦ Does it point up the challenges of ministry in your community? Does the CIF read as if your committee cared enough to do a good job?
- ✦ Is it attractive? Your committee may want to produce a packet including photos, bulletins, and other materials to be sent to those whom the committee is considering.
- ✦ Ask someone else (e.g., neighboring educator, member of presbytery, or perhaps someone in another profession) to read the CIF and react honestly to it.
- ✦ Ask a few other members of the congregation to read and react honestly to the CIF.



Interview Notes

Educator's Name: _____

Information Shared:

Impressions:

Concerns:

Interview Notes

Educator's Name: _____

Information Shared:

Impressions:

Concerns:

Interview Notes

Educator's Name: _____

Information Shared:

Impressions:

Concerns:

Choosing the Nominee

The Educator Search Committee should strive to make its decision both unanimous and enthusiastic. Experience has shown that where there is a serious division in a committee regarding an educator, the same division may appear in the congregation. Bear in mind that each member's integrity and individuality is to be respected and that any reservations he or she has about the educator selected should be brought to the committee's attention and discussed with candor. If the committee is not unanimous and enthusiastic regarding the selection, your COM representative, if applicable, should be consulted as to the advisability of presenting the educator to the session.

Extending the Call

When the committee has reached a final decision and has conferred with its COM representative, if applicable, about its choice, the chairperson or other committee member should telephone the selected educator to convey that the committee is recommending that the session extend a call. Although you will be eager to get an affirmative response from your chosen candidate, she or he may want some time to consider a response. If that is the case, ask, "How soon can you let us know?" or suggest a time, such as, "We would like to hear from you by two weeks from today. Is that acceptable?" Except for unusual circumstances, two weeks should be sufficient time in which to expect a response.

When the educator accepts the invitation and has received session approval, notify your COM (if applicable) and the Church Leadership Connection (1-888-728-7228, ext. 8550).

With your new educator discuss the terms of call, effective date of the call, and the tentative schedule for the next steps: session meeting to approve the call, dissolution of the educator's current position, and the installation/commissioning service.

Negotiating the Final Position and Terms of Call

A subcommittee might be named to work out the final position description and terms of call with the educator. In preparation for that meeting, the entire search committee will want to look again at the position description information and the financial information of the CIF to set the parameters for the discussion. The committee is not authorized to negotiate beyond the total financial amount allocated by the session. If there is a need to do so, session approval must be obtained. Educators have different needs for the allocation of compensation. Unlike ordained ministers of Word and Sacrament, educators are not allowed to write off their housing expenses as an income deduction on their federal taxes. If you have questions about compensation, your COM will be able to advise you and your new educator.

Contract/Covenant

An annual covenant between the educator and the session is necessary. Such a covenant states the expectations of the session and congregation as well as those of the educator. Congregation and session support should include spiritual support through prayer and personal care for the educator; annual compensation support; and physical support through facilities and resources. In turn, the educator covenants concerning his or her ministry to the congregation, detailing responsibilities and tasks for the next year. New responsibilities, new projects, and the regular workload should be outlined in the covenant. An annual performance review and assessment of both the educator and the session/congregation provides for a continuing dynamic relationship and a vital working environment.

Beyond the Initial Call

The members of the Educator Search Committee have moved through a careful process of discerning and extending a call to a new staff member. Now is the time to put in place some elements that will help your new educator to feel supported, cared for, and a part of your church's ministry team.

Support and Care

1. **A Service of Commissioning or Installation** is an important celebration of receiving a call. It brings closure to the search and call process, and announces to the congregation that the new ministry has begun. Such a service can take place during the regular Sunday service of worship, or it can be a special service of worship. It is always appropriate to include any of the following in the service: covenantal questions, charge to the educator, charge to the congregation, and prayer of commissioning. Hymns and Scripture readings appropriate to the occasion are also in order. See the PC(USA) *Book of Occasional Services* for a Service of Commissioning and Installation.

2. Continuing Education

Continuing education recognizes that we are on a lifelong journey of learning. The standard for a full-time position is two weeks a year for educational experiences, as well as a budget that realistically allows the educator to attend events. It is good to balance experiences that will benefit the church's present ministry with those experiences that will help the educator grow in his or her personal faith journey. Additional Web site contact information is available in the Table of Contents of this book.

- **APCE**—The Association of Presbyterian Church Educators is a professional organization for anyone involved in educational ministry. This organization provides a subscription to *The Advocate*, a periodical of information and articles related to education, and an annual conference. The annual event provides an opportunity for inspiration, reflection, fellowship, learning, and sharing. Regional APCE gatherings are also available in some parts of the country.
- **PC(USA) Conference Centers**—Many of the Presbyterian Church (U.S.A.) camp and conference centers provide retreats, seminars, and conferences for educators. More information on many of these centers is available from the Presbyterian Church Camp and Conference Association at www.pccca.net.
- **Seminaries**—Denominational seminaries provide continuing education events of interest to educators. Visit www.pcusa.org/seminaries for information on each seminary related to the Presbyterian Church (U.S.A.).

- **Local Resources**—Many regions have local conference centers, colleges and universities, ecumenical institutions, and presbytery or synod resource centers.
- **Educator Groups**—Many presbyteries and regions have groups that give educators a chance to share ideas, resources, and fellowship with colleagues in a supportive atmosphere.
- **Educator Certification Process**—This process affords the Christian educator a way to organize and gain the most from continuing education time and dollars and assures high standards for bringing competence to the ministry of Christian education.

3. Educator Search Committee Support Group

It is helpful to have members of the search committee function informally as a support group for the educator during his or her first year. The committee may meet monthly with the educator during the first six months to keep in touch and to assist in the adjustment period. During the next six months, the group could meet every other month.

4. Access to Presbytery and Presbytery's Committee on Ministry

Even though local church educators are employed by the session of a church, many presbyteries are including all church professionals in their leadership oversight and pastoral concern. In the case of Certified Christian Educators and Certified Associate Christian Educators, language has been placed in the *Book of Order* to enable these educators to more easily be a part of the care and support offered by the presbyteries.

The *Book of Order* spells out ways that certified Christian educators are related to the presbytery and should be supported by the Committee on Ministry (COM) of the presbytery. There are three major areas of support:

- Service of recognition when certified
- Minimum compensation and benefits requirements
- Access to the Committee on Ministry

5. Performance Review and Salary/Benefits Review

This is a time for reflection and planning on the part of the educator, the session, the personnel committee, and anyone else involved in the educational ministry in the congregation. Persons to be involved in the performance review process include the educator, the Christian education committee, representative(s) of the personnel committee or session, and the supervising pastor.

As indicated on the "Position Description Worksheet," the first periodic review should take place after an educator has been a part of the staff for twelve to eighteen months. It would be helpful for the search committee to provide for the personnel committee forms and sample contracts such as those found on pages 24 and 34.

Further information regarding work of the personnel committee of a congregation can be found in the resource *Guidelines for Session Personnel Committees*, which is available in a PDF format that can be downloaded from the PC(USA) Web site, www.pcusa.org/clc.

Christian Educator Performance Review

The purpose of a performance review is to nurture and care for the educator through a two-way process of analyzing the educator's ministry in connection with the support provided for that ministry by the session and the congregation.

A written review shall be prepared by the educator, representative(s) of the personnel committee, the Christian education committee, any other committee staffed by the educator, and the session, and the head of staff /pastor. The current position description and goals should be attached to each review form for reference.

After completing the written evaluations, a meeting of the persons named above shall take place to discuss the evaluations and concur on the assessment, highlighting the accomplishments and noting areas for improvement. A narrative report of the review shall be prepared by the chair of the Christian education committee, signed by the educator with an acknowledgement that it has been read, and submitted to the personnel committee.

The representative of the personnel committee or session shall chair the meeting. After the pastor has had an opportunity to give input, the pastor will be excused.

The final signed report of the evaluation shall be transmitted to the session.

Performance Review Worksheet

Name of Congregation _____

Educator's Name _____

Date of Call _____ Period under Review _____

Date of Performance Review _____

Directions: Each section should be completed by the educator and by members of the review committee.

Part I: Position Description

Review different aspects of the educator's position and professional performance. In each category, give an overall rating and then, under "Comments," offer specific suggestions. The educator should provide descriptions and examples of abilities and work as they relate to the criteria listed. Be as specific and concrete as possible.

Part II: Current Goals

Review the educator's performance in relation to the particular goals that he or she set for the previous year. Be specific and give examples. The educator should address the following questions: What did you do to accomplish each goal? What worked well? What didn't work as well and what factors contributed?

Part III: Session and Congregational Support

Review the care and support being given to the educator and consider areas that need attention and updating.

Part IV: General Assessment

Review overall rating of areas covered in the performance and performance trends.

Part V: Future Goals

This part should be completed by the educator and a copy given to each member of the performance review committee at the time of review. The educator should indicate his or her goals for the coming year related to the position and professional performance areas.

Ratings:

1. **Superior** Performance often exceeds the normal level of expectation for position.
2. **Normal** Performance is fully adequate and acceptable; meets the standard requirements for the position.
3. **Marginal** Performance is consistently below a satisfactory level. Significant improvement should be demonstrated by the next review.

Part I: Position Description

A. Present Position Description Elements: (circle rating number) 1 2 3

Include various elements listed in Position Description.

Is familiar with elements of this particular area of ministry.

Is able to understand and conceptualize her or his role in this position.

Has a clear and positive professional identity in the position.

Comments:

B. Professional Performance

1. Leadership: (circle rating number) 1 2 3

Provides vision and strategy for the performance of the position's elements.

Regularly evaluates the performance of subordinates and facilitates their growth.

Sets reasonable goals and consolidates gains.

Comments:


2. Communication: (circle rating number) 1 2 3

Communicates in a supportive and assertive manner.

Uses a variety of communication means (written, e-mail, phone, committees).

Listens to others with empathy and understanding.

Comments:



3. Judgment: (circle rating number) 1 2 3

Is able to analyze a situation objectively.
Seeks consultation from appropriate sources.
Makes decisions in a timely manner.

Comments:

4. Productivity: (circle rating number) 1 2 3

Plans the workload so as to facilitate accomplishment.
Works at a steady and productive rate.
Evaluates performance and takes appropriate corrective action.
Gets the job done on time; within budget.

Comments:

5. Teamwork: (circle rating number) 1 2 3

Works collaboratively with others to accomplish objectives.
Shares information with others to facilitate team cohesiveness and productivity.
Puts the success of the "team" above own interests and recognition.

Comments:

Part II. Current Goals

The educator will indicate in each of the following areas her or his goals that were set for the year under the previous performance review or set in her or his job description.

A. Present Position Description Goals

List goals and rate each. (circle rating number) 1 2 3

Comments:

B. Professional Goals

1. Leadership: (circle rating number) 1 2 3

Goal:

Comments:

2. Communication: (circle rating number) 1 2 3

Goal:

Comments:



3. Professional Growth: (circle rating number) 1 2 3

Goal:

Comments:

4. Productivity: (circle rating number) 1 2 3

Goal:

Comments:

5. Teamwork: (circle rating number) 1 2 3

Goal:

Comments:

Part III: Session and Congregational Support

- Respect for educator's personal and family time. [Circle rating number] 1 2 3
- Support for educational ministry in the budget. [Circle rating number] 1 2 3
- Access to and support of staff members. [Circle rating number] 1 2 3
- Encouragement and support for continuing education and professional development. [Circle rating number] 1 2 3

Comments:

Part IV: General Assessment

[Circle rating number] 1 2 3

Overall Rating of Performance:

- 1. Superior
- 2. Competent
- 3. Marginal

Performance Trend:

- 1. Consistent
- 2. Improving
- 3. Declining
- 4. First Review

If you chose #3, describe specific corrections, assistance, or suggested continuing education to help the educator and congregation to reverse this trend.

Comments:

Part V: Future Goals

In each of the following areas the educator will indicate her or his goals to be pursued during the next year or before the next performance review.

Present Position Goals:

Professional Goals

Leadership:

Communication:

Professional Growth:

Productivity:

Teamwork:

This Performance Review was discussed in an individual conference on _____.
(date)

Signatures of members of the Performance Review Committee:

Pastor/Head of Staff: _____

The signature of the educator indicates that he or she has read and discussed this evaluation. The employee may, within ten (10) working days from receipt of evaluation, make any written signed comments which will be attached to this document and filed in the educator's personnel file.

Educator: _____

PART TWO

ON SEEKING A CALL AS A CHRISTIAN EDUCATOR



Introduction

This manual is designed to be a resource for Christian educators who have answered a call from God to educational ministry in the church and are seeking a position. Educators will find guidance in these pages for

their journeys toward providing the best leadership for the important task of education. Review “Part I: On Calling a Christian Educator” before beginning this part of the manual.

Stages of Your Transition

As you work through the call process, use these stages as a checklist for your progress:

- ✦ **Discern a call.** Pray and use journaling to describe what you feel God is calling you to be and to do in the near future. Discernment resources are available at www.pcusa.org/christianvocation.
- ✦ **Prepare to consider a new call.** Read and study the Bible, pray and reflect.
- ✦ **Assess your gifts for leadership.**
- ✦ **Consult with mentors.** Consult confidentially with presbytery staff, Committee on Ministry (COM) members, and experienced educators in the presbytery.
- ✦ **Complete the Personal Information Form (PIF).** Request comments on the first draft from the mentors listed above.
- ✦ **Submit the PIF to the Church Leadership Connection (CLC) and to the presbytery.**
- ✦ **Research positions available** in the CLC Opportunity List, Presbyterian publications, and presbytery newsletters and/or Web sites.
- ✦ **Self-refer PIFs** to positions that interest you.
- ✦ **Respond to phone calls** for interviewing.
- ✦ **Prepare for interviewing.**
- ✦ **Check references** on the head of staff and congregation with presbytery staff or COM before accepting a call.
- ✦ **Accept the call** and negotiate final position description and the terms of call.
- ✦ **Notify CLC** that a call has been accepted.
- ✦ **Notify any other search committees** with whom you have been in conversation.
- ✦ **Notify your session or governing body** and congregation that you are terminating your call.
- ✦ **Plan the installation/commissioning** with the group issuing the call. Include, if possible, an educator in the presbytery as part of the installation/commissioning service.

Theological Foundations for a Call Process

The call process is not something experienced only by an individual. It is a journey within the community of faith in which many persons help to shape. As Presbyterians, we believe that God uses committees, papers, procedures, and our polity to call persons to positions of leadership. You will fill out forms, use technology in an Internet-based matching system, and perhaps meet with prospective churches via the Web or phone calls and then in person.

All of these are ways for you to be introduced to church situations that match your gifts and interests. Yet keep in mind that this is just the starting point for a call process. No paper or electronic method can replace the discernment process in which an educator considers a wide variety of ministry opportunities and prays for God's guidance. As you begin

the call process, you come with all of your gifts, experiences, hopes, dreams, skills, and weaknesses. If you allow yourself to be open to the leading of God's Spirit, you may be in for some wonderful surprises. Many who have gone before you in a call process have discovered that God called them to places and situations very different from that which they envisioned when they began the search. Their lives have been transformed and they have delighted in the fulfillment of God's purpose (which always seems much clearer from the end of the process than it does along the way). Welcome to the journey!

Discerning Your Call

God calls people to and from all kinds of positions and places. Abram was called away from his kindred to a new place and a new way of being in relation to God (Genesis 12:1–9), Moses was in the middle of everyday life as a shepherd when God called him to do a great and mighty task (Exodus 3:1–12). Ruth heard a call to follow her mother-in-law to a new land, a new people, and a new tradition (Ruth 1:6–17). The disciples heard the call of Jesus and literally dropped everything to follow him (Matthew 4:18–22).

As you begin to seek a call, remember that this is more a process of prayerful discernment than a job search. If this is your first call to the ministry of education, reflect on whether you are open to new ways of being in relation to God and God's people that you may not have considered. If you are already in ministry, it is important to ask yourself if God is truly calling you from your present ministry to another ministry. Have you accomplished the things God has called you to do where you are now? Is God calling you to new possibilities?

In the present circumstances where there are more churches seeking educators than educators available for new calls, it is likely that you will receive many contacts from

congregations. It is important to be truly open to the working of the Holy Spirit in this process. You may prefer one type of church situation, only to be surprised by God and find a very satisfying ministry in another. Many leaders report such powerful surprises, saying, "I never would have imagined myself serving here, but I felt deeply called and have never regretted accepting." On the other hand, it is important to do some careful and prayerful sorting of opportunities so that you can give serious consideration to a few situations rather than being in conversation with many churches hoping to find "the best deal." That is not fair to the churches you reject along the way. Consider the costs in time, energy, and dollars when a search committee pays for transportation for an interview.

If you feel God is calling you, it is time to consider how to prepare yourself to live out that call. It is important to spend time in prayer and Bible study as you discern God's call to you. The following passages may be helpful in your process of discernment:

Isaiah 6:1–13, Isaiah's vision

Acts 9:1–22, Paul's conversion and call

Luke 1:26–38, the angel's visit to Mary

Link with Presbytery Committee on Preparation for Ministry (CPM)

For guidance and counsel you may want to contact the presbytery of the church of which you are a member. Many CPMs are taking individuals under their care for the inquiry phase of preparation and extending to them an

opportunity for discernment. This is important whether the person is seeking clarification of a call to Word and Sacrament or another form of service to the church.

Assessing Your Gifts

In preparing to consider a call it is important to evaluate your role in your current position. You have probably been through an annual review process, and this should help you to know your areas of strength and weakness. It is always helpful to talk confidentially with a friend in your current community, colleagues in ministry, or presbytery staff so that you may have an idea of how well your interests and skills have matched your present situation. These colleagues and friends can ask probing questions that help in your discernment process. It is also appropriate at this time to think about where your growing edges are, where you are ready and willing to try new adventures. Scripture affirms this kind of reflection: "Rekindle the gift of God that is within you" (2 Timothy 1:6).

Career Development Counseling is a resource you can use to assess your gifts while you are in the call process or at any other time you may think it helpful. Visit www.ministrydevelopment.org/centers.html for information on current accredited centers that provide vocational and pastoral counseling for church professionals.

When you have completed an assessment and come to the conclusion that you have gifts for educational ministries, you are ready to go through the process of seeking a call. Whether this will be seeking an initial call or a change from your present position, you are ready to begin writing your Personal Information Form (PIF).

Preparing and Submitting Your Personal Information Form (PIF)

Church Leadership Connection (CLC), the PC(USA)'s Web-based computer matching and referral system, is used by pastors, educators, church professionals, churches, presbyteries, synods, and other theological institutions in the search process.

For PIF forms, instructions for online completion of the PIF, and contact information for further assistance, visit the Church Leadership Connection Web site at www.pcusa.org/clc.

Personal Information Forms (PIFs) may be submitted by:

- PC(USA) Ministers of Word and Sacrament;
- PC(USA) Candidates for Ordination; and
- Educators and lay professionals who are members of a PC(USA) congregation.

Communicating with the Educator Search Committees

As you begin searching for a congregation or position to which God may be calling you, review the listings on the CLC Web site under "Opportunities Search" and send your PIF. This is called a self-referral. A search committee may also receive your PIF through the matching system of CLC.

Once a committee has received your PIF, they will consider it and may contact you. After you have reviewed their CIF, communicate with them and let them know of your interest in continuing the conversation. If you are not interested, be honest and thank them. At whatever point in the process you determine that this position is not the call for you, communicate that to the Educator Search Committee as soon as possible. It is neither constructive nor kind to string a church along when you are not seriously considering them. It is very discouraging to a search committee to get excited about a PIF and contact an educator only to discover that the person is no longer available.

Contacting References

After you have determined that you are interested in a position, contact the references listed in the CIF.

- Prepare your questions in advance.
- Check references when you are able to think clearly and be focused.
- Ask the reference if this time is convenient. If not, offer to call at a better time.
- Be sure of the identity and role of the reference and note it. Make notes about the date, time, and content of your conversation.

What are secondary references?

Secondary references include the presbytery staff, former educators or pastors who are not listed on a church's CIF, but are people you know who might have knowledge about this church or position.

Interviewing

Preparing for an Interview

Because search committees recognize that much about the call process is experiential ("the chemistry between people"; "the movement of the Holy Spirit"), they often move quickly to meet with potential educators. This is a good time to remember the Presbyterian balance between "ardor and order" or "heart and head."

Before you interview with any Educator Search Committee, either by phone or in person, compare your PIF with the CIF.

- Do your experience, skills, and interests match what they are seeking?
- Have you lived and worked in a setting similar to the one presented?

- What understanding of educational ministry is portrayed in the CIF and in any additional materials provided such as bulletins, newsletters, annual reports, and budgets?
- What do you see in regard to theological compatibility?
- How fully are the responsibilities and expectations stated and how realistic are they?
- What indications are given regarding wider church relationships?
- What evidence is there of an understanding of call as opposed to hiring to fill a staff position?
- What indications are given that nurture and support will be given to you?

Consider what additional information you want and need in order to evaluate this opportunity as a call for you. For example, it is helpful to know the search committee's process for decision making and their approximate time line. Also consider reviewing the search committee's process for creating the position description as described in Part I. This may give you insight into the expectations, working relationships, and responsibilities of the position.

Exploratory or Telephone Interview

Preliminary interviews are frequently conducted by phone. Before any interview, decide on what information you want and need. Consider what questions you will ask and prepare for questions that you may be asked. What information will you want to know about the church and the community? **It is very important to protect confidentiality and to ask that the Educator Search Committee do the same.**

Some Questions You Might Want to Consider Asking:

- What do you understand the ministry of education to be and to encompass?
- What do you believe the role of the educator to be in that ministry?
- What is the past history regarding church educators in this situation?
- How will the staff assist in empowering the educator to carry out his or her ministry?
- How will the specific responsibilities and expectations of the educator be communicated to the session, committees, and congregation or middle governing body as a whole?
- How will having an educator on staff impact the church's current and future budgets?
- What is the current pattern for working together as a staff?
- How are program and budget planning done?
- What can be expected with regard to clerical support and assistance?

- What are the arrangements for office space, furnishings, and equipment?
- Will the educator have full access to the session and be included in session meetings?
- Will the educator be encouraged to participate in boards and councils of the larger church?
- What kind of support and resources are available from the presbytery for educators?
- What is the level of the church's participation in programs, events, and activities planned by presbytery, synod, and General Assembly?
- What role and level of participation will the educator have in worship services?
- What are the church's or governing body's feelings about office hours and dress codes?
- What are the expectations about the role and participation of spouse or other family members?
- What does the committee see as the major role of the educator; is it more planning, designing, training, and administration, or is it more direct teaching and leading?
- To whom will the educator be accountable and how do you plan to let the congregation know?

Some Questions You Might Be Asked:

- Tell us about your faith journey.
- What are the things you feel best about in your present ministry?
- What have been the challenges there?
- What makes you think you may be called to leave there now?
- What interests you about this position?
- What do you bring to our ministry?
- What are your greatest strengths in ministry? . . . your greatest weaknesses?
- One of our goals is to strengthen our _____. How would you envision doing that?
- Describe a typical week in your ministry.
- Share your perspective on the Presbyterian Church (U.S.A.).
- One of the issues our session has debated in the past few years is _____. Tell us how you might address that topic.
- If we selected you as our educator (or other role), when could you start and what would be your start-up plan?
- How do you balance your personal/family life with your ministry?
- What will you need from us, the members of this church, in order to be effective as our educator?
- What questions or concerns do you have?

Face-to-Face Interviews

If there is interest on the part of both the search committee and the educator, arrange an on-site visit. It is important to be prepared both to answer and to ask questions so a good discernment process can take place (see "Some Questions You Might Be Asked"). When the interview is set up, ask for a tour that gives a good picture of the church and community, but **ensure that your confidentiality is protected**. Do not allow inclusion of nonsearch committee members in the visit or allow yourself to be introduced around town. This is a small world, and word may get back to your congregation that you are seeking a new call. Be yourself; remember that first impressions are important.

What questions cannot be asked in an interview?

Neither civil nor church law mandate prohibited questions. Many Presbyterians who serve on Educator Search Committees are familiar with secular employment practices where it is illegal to ask certain questions of a prospective employee. Because the ministries of the church belong to the church, the rules are different for search committees interviewing church professionals. Educator Search Committees and presbyteries have the right and responsibility to ask questions that will help them determine "fitness for office."

What are background checks?

Background checks are assessments of a person's character and fitness for employment. They may include checks of employment, credit, criminal, and motor vehicle records. If this position will involve work with children or youth, the state may require a background check.

The Call Is Extended

Accepting the Call

Once you have received a call, it is appropriate for you to be given sufficient time to consider the call. Except for unusual circumstances, two weeks should be sufficient time in which to respond to the committee. Give a date by which you will respond to them, and be prompt in your response.

Negotiating the Terms of the Call

Work with a committee named by the search committee to finalize the position description and the terms of call. The terms of the call must be negotiated for presentation to the session. See the proposed sample position description worksheet, the suggested compensation guidelines for a Christian educator, and the sample salary and benefits contract for a Christian educator found in "Part I: On Calling a Christian Educator."

Unlike ordained ministers of Word and Sacrament, educators are not allowed to write off their housing expenses as an income deduction on their federal taxes. If you have questions about compensation, the presbytery and/or COM will be able to advise you.

The Contract/Covenant

An annual covenant between the educator and the session is necessary. Such a covenant should state the expectations of the session and congregation as well as those of the educator. Congregation and session support could include spiritual support through prayer and personal care for the educator; annual compensation support; and physical support through facilities and resources. Likewise, the educator should detail responsibilities and tasks for the next year. New responsibilities, new projects, and regular workload should be outlined in the covenant. An annual performance review and an assessment of both the educator and the session or congregation provide for a continuing dynamic relationship and a vital working environment.

Other things to consider:

- How does the cost of living in your present location compare with your new location? Go to www.bankrate.com/brm/movecalc.asp to find out.
- Do you know ways to get more benefit for both the church and the church professional by careful arrangement of compensation items? Contact your tax consultant or refer to the information on the Web site listed above.

- Does the church have a good accounting system set up for accountable reimbursable ministry expenses (this is an important tax consideration for you)?
- Will your call be subsidized in any way by funding sources other than the local congregation? If so, how long will this funding be available and what are the expectations?
- What moving expenses will be paid?
- Are there any significant costs related to registering your vehicle in the new state?

Support and Care

1. **A Service of Commissioning or Installation** is an important celebration of receiving a call. It brings closure to the search and call process, and announces to the congregation that the new ministry has begun. See the PC(USA) *Book of Occasional Services* for a Service of Commissioning and Installation.
2. **Continuing Education**
Continuing education recognizes that we are on a lifelong journey of learning. The standard for a full-time position is two weeks a year for educational experiences, as well as a budget that realistically allows you to attend events. It is good to balance this time with experiences that will benefit the church's present ministry and those experiences that will help you grow in your personal faith journey. The following provide opportunities for continuing education.
 - **APCE**—The Association of Presbyterian Church Educators is a professional organization for anyone involved in educational ministry. This organization provides a subscription to *The Advocate*, a periodical of information and articles related to education, and an annual conference. The annual event provides an opportunity for inspiration, reflection, fellowship, learning, and sharing. Regional APCE gatherings are also available in some parts of the country.
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- **Local Resources**—Many regions have local conference centers, colleges and universities, ecumenical institutions, and presbytery or synod resource centers.
- **Educator Groups**—Many presbyteries and regions have groups that give educators a chance to share ideas, resources, and fellowship with colleagues in a supportive atmosphere.
- **Educator Certification Process**—This process affords the Christian educator a way to organize and gain the most from continuing education time and dollars and assures high standards for bringing competence to the ministry of Christian education.

3. Educator Search Committee Support Group

It is helpful to have members of the committee function informally as a support group for you during your first year. Together, you may want to meet monthly during the first six months to keep in touch and to assist in the adjustment period. During the last six months, the group could meet every other month.

4. Access to Presbytery and Presbytery's Committee on Ministry

Even though local church educators are employed by the session of a church, many presbyteries are including all church professionals in their leadership oversight and pastoral concern. In the case of Certified Christian Educators and Certified Associate Christian Educators, language has been placed in the *Book of Order* to enable these educators to more easily be a part of the care and support offered by the presbyteries.

5. Performance Review

Become familiar with the information about performance reviews. You may need to initiate the use of this process. This is a time for reflection and planning on the part of the educator, the session, the personnel committee, and anyone else involved in the educational ministry in the congregation.



Finishing the Process

Making It Known that You Are Leaving

Once your new call is confirmed, a number of groups and individuals need to be notified.

- If you have submitted a PIF into the CLC process, call 1-888-728-7228, ext. 8550 or send an e-mail or fax to inform CLC of the fact that you have accepted a call. This is necessary to end the Church Leadership Connection process for you and the church, and it will prevent other churches from getting your PIF and being disappointed to learn that you have accepted a call.
- Tell the head of staff and the session or governing body of the position you are leaving before you inform the congregation.
- Any other congregations or governing bodies with whom you have been in communication concerning possible calls also need to be notified and thanked for their consideration.
- It is also good to notify the presbytery you are leaving as well as to introduce yourself to the appropriate staff person in the presbytery within whose bounds you will be serving. If you are a Certified Christian Educator it will be important to make this connection as you will need to be removed from the roll maintained by the Stated Clerk of the presbytery and placed on the roll in the new presbytery.
- Leaving a ministry always involves a mix of emotions for you and the community you are leaving. Although your attention has naturally been on the new call, it is important to have an opportunity to say your good-byes in a way that benefits everyone and celebrates your ministry together.
- Even in difficult partings, express your appreciation to the staff, session, and congregation for the opportunity to have served.
- It is helpful to request an exit interview. It offers the opportunity to reflect on the shared ministry, its strengths and weaknesses, and to determine some of the things to consider for the future.

*May God richly bless you
as you enter a new phase in your ministry.*





CALLING TO EDUCATIONAL MINISTRY

This manual is designed to be a resource for churches who are considering calling an educator to be a part of the church staff and to engage in the mutual ministry with other staff members and members of the congregation.

The manual is also designed to be a resource for Christian educators who have answered a call from God to educational ministry in the church and are seeking a position.

Congregations and educators will find guidance in these pages for their separate and mutual journeys toward providing the best leadership for the important task of education.

Jesus' life made visible the importance of teaching both by what he did and what he said. This was made evident by his commandment to "Go... make disciples ... teaching them..." (Matthew 28:19-20). This mandate both shapes and informs the role of an educator.

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