

Policy:	Position Description for Teachers
Policy Number:	3021
Effective:	January 18, 2007
Date of Last Review:	January 18, 2007

PURPOSE

To provide a description of faculty responsibilities at Darren Patterson Christian Academy, and a basis for developing faculty skills and focusing on professional growth.

3021 POLICY

3021.01 Title, Application, and Summary

Job Title: Faculty, Teacher used interchangeably

Application: All teaching staff at Darren Patterson Christian Academy not holding other administrative posts.

Job Summary: Provide expertise, instructional services, and leadership for the Academy's academic program, and support and leadership for other aspects of the Academy's programs, by teaching students in assigned courses, meeting as a committee of the whole when called by the administrator, serving on other committees as assigned, attending school events, mentoring students both in and outside the classroom, and fulfilling other duties as noted herein, in the *Employee Handbook*, or as assigned from time-to-time by the administrator of the school.

3021.02 Qualifications

Faculty at Darren Patterson Christian Academy must meet the following personal and professional qualifications:

- Clear, well-articulated biblical Christian testimony, evidence of consistent good moral character, and evidence of regular Evangelical church attendance.
- Vision for biblically-centered education, and evidence of ability to integrate biblical thinking in the subjects, courses, and levels taught.
- Academic credentials appropriate to the subjects, courses, and level taught; usually a Bachelor's degree or higher from a recognized college or university with appropriate emphases, life experience, or other evidence of qualification.
- Teaching credentials from either the State of Colorado or the Association of Christian Schools International, or concurrent progress toward such credentials. The administration or board may waive the requirements for certification based upon graduate degrees and experience.

- Successful completion of the Association of Christian Schools International’s Philosophy of Christian Education course, or concurrent progress toward completion. The course must be completed no later than the end of the third year teaching at DPCA.
- Agreement with the Academy’s vision, mission, purposes, philosophy of education, policies, and Statement of Faith.
- Desire and ability to relate to, teach, and mentor students at the age levels assigned.
- Physical ability to perform all duties normally required of school faculty. The school board may request documentation of physical ability.

3021.03 Specific Responsibilities

3021.03A Classroom and School Responsibilities

<u>Elements</u>	<u>Responsibilities</u>
TEACHING	Teach assigned grade levels and classes using a variety of appropriate methods to appeal to various learning styles. Integrate biblical principles with all subjects taught. Follow course plans, curriculum guide, or class syllabus and cover content required to meet school, grade level, and class objectives. Recommend and use textbooks, technology, and other classroom aids that will significantly contribute to student learning. View <u>every</u> child’s learning as a critical element of classroom function and practice.
CLASSROOM MANAGEMENT	Manage the overall atmosphere of the classroom so as to create a pleasant environment for effective learning and discipleship. Clearly communicate standards and expectations to students. Be clearly in charge of the learning process at all times.
CONDUCT	Conduct oneself professionally and ethically at all times in accordance with the guidelines noted in the DPCA <i>Employee Handbook</i> and the employee contract.
CLASS PLANNING	In conjunction with school objectives, establish measurable objectives for each class or subject segment, determine means for evaluating whether objectives are met, and design class plans and schedules that will facilitate student learning and mastery of the objectives. Make copies of plans readily available in the event a substitute is needed. Give copies of basic daily schedules to the office.
STUDENT WORKLOAD	Assign work appropriate to the grade and class level in accordance with guidelines published in the DPCA <i>Employee Handbook</i> . Check homework requirements periodically to

determine whether the time students are spending is appropriate to the grade level. Modify assignments as needed.

EVALUATION	Design student evaluations and procedures with mastery of the subject material in mind. Establish assignments, projects, quizzes, tests, or other means of evaluating whether students are progressing, achieving mastery, and meeting class, subject, course, or school objectives. For high school classes, consider giving comprehensive final exam at the end of each semester.
GRADING and RECORDS	Follow guidelines for grading noted in the DPCA <i>Employee Handbook</i> . Record grades in grade book; retain grade book records in perpetuity as noted in the <i>Handbook</i> .
COMMUNICATION WITH PARENTS	Maintain communication with parents to the extent necessary to prevent surprises over teacher or class expectations, policies, assignments, etc; and to keep parents apprised of the strengths and challenges of their child. Attend parents nights, parent/teacher conferences, and other scheduled or requested meetings with parents.
SCHOOL POLICIES	Publicly uphold school policies, and act to enforce them when required. Note and report for discussion policies or procedures that seem not to serve the students or the mission of the school well. Be prepared to suggest alternatives. Follow grievance policies and biblical principles when disagreeing or suggesting alternative course of action.
PUBLIC RELATIONS	By being publicly affirming of work at school, aid DPCA in its efforts to create new friendships, enlist prayer support, attract new families and students, and encourage financial support.
FACULTY MEETINGS and COMMITTEES	Serve on faculty committees as assigned. Assist other committee members by performing any tasks assigned in timely fashion. Attend all faculty meetings. Notify the administrator if an absence is unavoidable, and learn missed information.
STUDENT MENTORING	Be mindful of student developmental issues in each class as appropriate to the grade level and subject material. Be available to students outside of class for academic help and personal guidance when sought. Provide home phone number to students; establish hours appropriate for phone calls at home that include at least two hours during the late afternoon/evening when students may call.

CHAPEL	Help to build student enthusiasm for chapel. Plan class participation when assigned.
PROGRAMS AND EVENTS	Attend parent nights, Christmas and Spring programs, and annual commencement services. Attend school-sponsored student social gatherings, athletic events, and other school events at least periodically.
SERVICE	Cultivate and maintain an attitude of service toward parents and fellow employees.
OTHER	Perform other duties as assigned by the school administrator.

3021.03B Professional Development Responsibilities

<u>Elements</u>	<u>Responsibilities</u>
SET GOALS	On a yearly basis, establish goals for professional development in the areas of teaching, student mentoring, research/learning, and biblical study.
PROFESSIONAL GROWTH	Attend ACSI convention as available. Attend other professional meetings or seminars, do research, write articles, give presentations, create a new course or new presentation materials, or engage in other activities that lead to accomplishing yearly goals. Engage in staying current in specific teaching subjects, child and/or youth cultural issues, teaching research and practice, and cultural/biblical issues.
PEER CONSULTING	Participate in peer consultations, share knowledge and techniques with peers.
PEER COLLABORATION	Participate in study, discussion, and other opportunities for collaborative growth and leadership within the school community. Take an active role in working with others on staff to improve the quality of service to parents and students. Note for discussion and bring to the attention of other staff members areas of practice that are not effective. Look for opportunities to capitalize on other's strengths.
EVALUATION	Participate in self- and supervisory evaluations as scheduled. Use to adjust goals, modify methods, clarify purposes, and improve skills.

The Darren Patterson Christian Academy *Employee Handbook* provides additional explanation, guidance, and information concerning faculty responsibilities and policies.

3021.04 Exclusions or Exceptions

Any petitions for exceptions to this policy must be made in writing to the administration of DPCA. The DPCA administrator will evaluate petitions for exception and refer them to the school board with recommendation to grant or deny. The DPCA school board may also choose to review petitions. In all cases, any decision by the school board shall be final.