

## PART TIME ELEMETARY TEACHER – JOB DESCRIPTION

Faith Christian Academy (FCA) provides each K4 – 5<sup>th</sup> grade child with excellent, educational standards and sound, Christian principles through a flexible, affordable and virtual education.

We are seeking a part-time, Elementary teacher. The ideal teacher has accepted Jesus Christ as their personal Lord and Savior and lives a Christian lifestyle that is aligned with the principles found in the Holy Bible. They are active, card-carrying members of Word of Faith International Christian Center. They hold an Advanced Teaching Professional Certificate in Elementary Education, with a ZS endorsement, through the state of Michigan and deemed highly-qualified. They have a flexible schedule. They are willing to work towards achieving student success by using data-driven strategies and research based best practices for virtual learning. They are able to provide synchronous and asynchronous support which focuses on individual student needs.

**This position begins on August 16, 2021**

**Essential Position Functions:** *(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job-related duties as required.)* **All employment is “at-will” as governed by the state of Michigan.**

- Plan, organize and deliver supplemental instruction that contributes to a climate where students are actively engaged in meaningful learning experiences and supports a program that has already been developed and aligned to state standards
- Devote a maximum of 15 weekly, morning hours to live synchronous sessions and a minimum of 10 hours dedicated to office hours (Monday through Friday), supplemental lesson planning, grading, asynchronous tracking of student progress & achievement and email communication with parents/guardians.
- Create instructional resources to meet the needs of the students with varying backgrounds, learning styles, and needs
- Engage students in the virtual learning space that serves the whole person – spiritually, mentally, emotionally & physically.
- Assist in assessing changing curricular needs and offer plans for improvement
- Maintain effective and efficient record keeping procedures
- Provide a positive environment in which students are encouraged to be actively engaged in the learning process
- Communicate with students, parents, and internal staff within established timelines
- Provide students with rich and targeted feedback
- Collaborate with peers to enhance the instructional environment for students by participating in activities which include, but are not limited to, team teaching, weekly staff meetings, professional development, trainings, communities of practice, and various committees

- Model professional and ethical standards when dealing with students, parents, peers, and community members
- Ensure that student growth and achievement is continuous and appropriate for age group and subject area
- Establish and maintain cooperative working relationships with students, parents, and colleagues
- Meet specific course and school-wide student performance goals
- Demonstrate gains in student performance
- Participate in student outreach events, assemblies and activities
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- Successfully complete training two weeks prior to the first day of school
- Adhere to state specific requirements as specified by the Director
- Review the Abeka curriculum of assigned courses
- Adhere to state and FCA specific prescribed policies and procedures using appropriate asynchronous and synchronous tools
- Communicate requirements to students and parents, encourage participation, maintain synchronous office hours, monitor student pacing/progress through courses
- Take ownership for student academic progress and show an active interest in student achievement
- Total paid time will not exceed 25 hours
- All work responsibilities are subject to having performance goals and/or targets established

### **Minimum Requirements:**

#### **Education/Licensure/Certification:**

- Bachelor's Degree
- Valid Michigan Professional Teaching Certificate in Elementary Education, with a ZS endorsement, and deemed Highly Qualified. This certification must be maintained and continuing education requirements attained for the duration of employment.

#### **Experience:**

- Three years' teaching experience, preferred
- Experience with online teaching and supporting adults and children in the use of technology, preferred
- **OR** Retired after having attained the Minimum Requirements listed above

#### **Knowledge, abilities and skills:**

- Operational knowledge of the Internet and Web-related technologies
- Familiarity with virtual learning platforms such as Google g-suite.
- Possess strong verbal and written communication skills

- Work independently with little direct supervision
- Demonstrated ability to collaborate on group projects and work as part of a team
- Must be responsible, accountable and self-motivated
- Demonstrated strong work ethic to achieve school goals
- Display effective prioritizing, organizing, and time-management skills; ability to meet aggressive deadlines
- Ability to learn and apply all required and recommended FCA computer applications to create efficiency and consistency in internal workflows and instructional practices
- Demonstrated ability to successfully support the FCA core competencies, values, and expectation for student-centered behaviors

### **Core Competencies For Success:**

#### COMMUNICATION SKILLS

Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to other employees, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and convincing way for a variety of target audiences; The written message is consistently error-free; The written message has the desired effect on the target audience

#### STUDENT FOCUS

Prioritizes students and their needs as primary and is dedicated to meeting them. Builds credibility and trust between students and their parents; Quickly and effectively communicates problems to the Director, along with suggested solutions; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates feedback from the Director, parents and colleagues into delivery of service to provide the best experience possible for the student.

#### INTERPERSONAL SKILLS

Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions

#### FUNCTIONAL /TECHNICAL EXPERTISE

Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to

area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in an organized and timely fashion

### **Individual Contributor Competencies For Success:**

#### PEER RELATIONSHIPS

Finds common ground and solves problems for the good of all; Solves problems with peers with minimal “noise”; Is seen as a team player and is cooperative; Easily gains trust and supports peers; Encourages collaboration

#### CREATIVITY

Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially “fail fast”

#### SELF KNOWLEDGE

Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn’t defensive; Proactively seeks to understand his/her strengths and areas for growth; applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions

#### PLANNING

Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results

#### ORGANIZING

Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner

#### PROBLEM SOLVING

Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn’t stop at the first answers

#### DRIVE FOR RESULTS

Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not

fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals

**Physical Requirements and Environmental Conditions:**

- Remote, home office with a computer and high speed, internet access
- Occasional travel may be required to our main campus in Southfield, MI for meetings, trainings, and conferences
- Light physical activities and efforts required working in an office environment and Elementary classroom

*Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.*

**Step 1: Application**

In order to be considered for an instructional position with FCA, you must complete an online application and upload the following documents:

- Resume
- Performance Evaluations
- Recommendation Letters
- Copy of Teaching certificate or Transcripts
- A Criminal Background Check Will Be Conducted

**Step 2: Pre-Screening**

After a review of your application and associated documents, you may be contacted to complete a 20-30 minute phone or virtual interview. You should be prepared to share examples from your teaching experience and answer questions about your qualifications. This is also a great time for you to ask questions you may have about the hiring process or about teaching at FCA.

**Step 3: Interview**

The interview provides us with a chance to learn more about you before a final decision is made by either party. You will have the opportunity to interview with the School's Director. You should be prepared to answer questions about your experience and provide examples.

**Next Steps:**

Within 3-5 days of completing the interview process, the candidate will receive an update via email.