

Purpose

To plan, organize, and implement an appropriate instructional program as designated by the school board and administrator, using a biblical worldview that provides a learning environment in which students can develop academically, spiritually, and socially.

FLSA Classification: Exempt

Minimum Qualifications

- Valid and current Oregon Teaching License
- Knowledge of child growth and development at each level of instruction
- Oral and written English language proficiency, including the meaning and spelling of words, rules of composition, and grammar.
- Knowledge of Scripture and its application to daily life
- Knowledge of administrative and clerical procedures and systems such as word processing, organizing and managing files and records, designing forms.

Spiritual Qualifications

Every RCS employee plays an important part in creating a Christ-centered culture. The daily behaviors, language, and practices of RCS employees intentionally reflect the life of Jesus Christ. As such, the following qualifications are essential for employment at Riviera Christian School:

- Must be a "born-again" Christian who regularly attends and financially supports a local church whose beliefs are in alignment with the RCS Statement of Faith
- Accepts that the Bible is God's Word and that it is the final authority on all matters of faith, truth and personal conduct.
- Must be a role model of Christian living both in and out of school, seeking to grow spiritually in developing the Fruits of the Spirit in one's life.
- Must be in agreement with the RCS Statement of Faith.

Personal Qualities

It is expected that the RCS elementary teacher will

- Sign and live by the school's lifestyle statement as a condition for employment and continued employment in this ministry.
- Have the spiritual maturity, academic ability, and personal leadership qualities to "train a child in the way he should go" (Prov. 22:6, NIV).
- Be an enthusiastic visionary, an encourager, and a self-starter with a high energy level.

Essential Functions

Standard 1.00 – Learner Development

- 1.01 Understands how learning occurs and knows how to use instructional strategies that promote student learning.
- 1.02 Understands that each student’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions and adjustments that take these factors into account.

Standard 2.00 – Learning Differences

- 2.01 Makes appropriate provisions (e.g., variations in time, task demands, communication, assessment, and response modes) for individual students who have particular learning differences or needs.
- 2.02 Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners.
- 2.03 Accesses appropriate services and resources to meet specific learning differences or needs of students.

Standard 3.00 – Learning Environments

- 3.01 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage students in learning.
- 3.02 Communicates in ways that demonstrate respect for and responsiveness to the cultural backgrounds students bring to the learning community (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).
- 3.03 Understands the relationship between engagement and learning and creates learning experiences using strategies that build student self-direction and responsibility for their own learning.
- 3.04 Commits to working with students to establish positive and supportive learning environments by applying biblical principles to daily practices.

Standard 4.00 – Content Knowledge

- 4.01 Provides daily instruction in Bible stories and teachings, and their application to students’ daily lives.
- 4.01 Engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, and analyze ideas from diverse perspectives.
- 4.02 Helps students to understand and use academic language meaningfully.
- 4.03 Integrates culturally relevant content to build on students’ background knowledge.
- 4.04 Maintains working knowledge of student content standards in the discipline(s) s/he teaches.

Standard 5.00 – Application of Content

- 5.01 Engages students in applying biblical principles and disciplinary knowledge to real world problems.
- 5.02 Implements relevant learning experiences and authentic assessments.
- 5.03 Develops students’ communication skills by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5.04 Builds student capacity to collaborate in face-to-face and virtual environments.
- 5.05 Develops and implements supports for student literacy development across content areas.

- 5.06 Models collaboration as an essential learning strategy.
- 5.07 Facilitates open and flexible learning environments that encourage student exploration, discovery, expression, and collaboration.

Standard 6.00 – Assessment

- 6.01 Designs and/or utilizes formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge and skills.
- 6.02 Works independently and collaboratively to examine tests and analyze performance data to understand students' progress and guide planning.
- 6.03 Engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6.04 Models and structures processes that help guide students in examining their own thinking and learning as well as the performance of others.
- 6.05 Effectively and ethically uses multiple and appropriate types of assessment data to identify student learning needs and develop differentiated learning experiences.
- 6.06 Prepares all students for the demands of particular assessment formats and collaborates with administrator to appropriately modify assessments or testing conditions for English language learners, students with disabilities, and students who are above or below grade level.
- 6.07 Takes professional responsibility for administering all assessments in an ethical manner.
- 6.08 Takes professional responsibility for aligning learning goals with instruction and assessment.

Standard 7.00 – Planning for Instruction

- 7.01 Prayerfully integrates biblical principles into classroom instruction.
- 7.02 Selects and creates learning experiences that are appropriate for curriculum standards, relevant to learners, and based upon research-based principles of effective instruction.
- 7.03 Plans how to achieve student learning goals, by choosing appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students; developing appropriate sequencing of learning experiences; and allowing multiple ways for students to demonstrate knowledge and skill.
- 7.04 Evaluates, develops, and implements short- and long-range goals and planning to systematically adjust instruction to ensure successful student learning.
- 7.05 Draws upon cross-disciplinary skills to engage students purposefully in applying content knowledge.
- 7.06 Accesses and integrates human resources to support student learning (e.g., field and educational experts, curriculum specialists, exceptional education specialists, language specialists, and community organizations).

Standard 8.00 – Instructional Strategies

- 8.01 Evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students.
- 8.02 Monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs.
- 8.03 Varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- 8.04 Engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

- 8.05 Listens effectively to students in order to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately to them.
- 8.06 Uses a variety of instructional strategies to support and expand learner communication through speaking, listening, reading, writing, and other media.
- 8.07 Asks questions to stimulate discussion that serves different purposes, for example: probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.
- 8.08 Uses appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.
- 8.09 Collaborates with learners, colleagues, families, and the larger community in the design and implementation of learning experiences that are linked to instructional goals.
- 8.10 Uses digital resources to engage all students in online instruction and collaboration

Standard 9.00 – Professional Learning and Ethical Practice

- 9.01 Engages in meaningful and appropriate learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on academic standards and biblical perspectives.
- 9.02 Uses a variety of data to evaluate the outcomes of teaching and learning and to adapt instructional planning and practice.
- 9.03 Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9.04 Using a biblical worldview, advocates, models, and teaches safe, legal, and ethical use of information and technology, including the appropriate documentation of sources and respect for others in the use of social media.
- 9.05 Understands laws related to learners' rights and teacher responsibilities, including those identified in the Standards for Competent and Ethical Performance of Oregon Educators (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting situations of possible child abuse).

Standard 10.00 – Leadership and Collaboration

- 10.01 Follows biblical principles in all interactions with others.
- 10.02 Takes an active role in staff development and teachers' meetings, giving and receiving feedback on practice, and sharing responsibility for decision making and accountability for each student's learning.
- 10.03 Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10.04 Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10.05 Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and serve in other leadership roles.
- 10.06 Maintains open lines of communication with all RCS staff to establish and support a Christ-centered, professional, and productive work environment.

Additional Functions

- A-01 Upon request, assists in the selection of books, equipment, and other instructional materials.
- A-02 Takes precautions to provide for the health and safety of all students.
- A-03 Takes precautions to secure and protect RCS material, equipment, and facilities.
- A-04 Participates in activities which are related to school functions and/or the educative process which occur outside the regular school day, in accordance with teacher contract
- A-05 Takes part in supervising students in the playground area and during drop-off/pick-up time.
- A-06 Lead chapel by preparing students to present and participate in biblically-focused learning.

Essential Skills

Resource Management Skills

- **Management of Financial Resources** Determining how money will be spent to get the work done, and accounting for these expenditures.
- **Management of Material Resources** Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- **Management of Personnel Resources** Motivating, developing, and directing people as they work, identifying the best people for the job.
- **Time Management** Managing one's own time and the time of others.

Computer Skills

- **Spreadsheets** Using a computer application to enter, manipulate, and format text and numerical data; insert, delete, and manipulate cells, rows, and columns; and create and save worksheets, charts, and graphs.
- **Presentations** Using a computer application to create, manipulate, edit, and show virtual slide presentations. Use document cameras and projectors to present information.
- **Internet** Navigating the Internet to find information, including the ability to open and configure standard browsers; use searches, hypertext references, and transfer protocols; and send and retrieve e-mail.
- **Navigation** Using scroll bars, a mouse, and dialog boxes to work within the computer's operating system. Being able to access and switch between applications and files of interest.
- **Word Processing** Using a computer application to type text, insert pictures, format, edit, print, save, and retrieve word processing documents.
- **Graphics** Working with pictures in graphics programs or other applications, including creating simple graphics, manipulating the appearance, and inserting graphics into other programs.
- **Google** Working with Google Classrooms, Google Docs, Google Sheets, Google Slides
- **Chromebooks** Use and instruct students in the use of Chromebooks for academic use

Work Environment

- Includes exposure to sounds and noise levels that are distracting or uncomfortable

- Job tasks are performed in close physical proximity to other people
- Sometimes requires dealing with unpleasant, angry, or discourteous people
- Includes conflict situations
- Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold

Physical Requirements

- Requires sitting, standing, walking and running
- Requires hearing and speaking to exchange information via phone and face-to-face
- Requires dexterity of hands and fingers to operate equipment
- Requires kneeling, lifting, bending at the waist, reaching overhead to retrieve and store materials
- Requires ability to exert force to 10-25 lbs. frequently to lift, carry, push, pull or move objects

Communication Requirements

- Requires public speaking
- Requires telephone conversations
- Requires use of e-mail, writing letters and memos
- Requires face-to-face discussions with individuals or teams

Other Requirements

Impact of Decisions

- Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the school
- Requires making decisions that impact the results of co-workers, clients or the school
- Opportunity to make decisions without supervision

Level of Challenge

- Requires being exact or highly accurate
- Freedom to determine tasks, priorities, and goals

Pace and Scheduling

- Requires meeting strict deadlines
- Requires making and submitting schedules and plans in a timely manner

I am willing and able to perform the duties of this job:

Printed Name of Employee _____

Signature of Employee _____ Date _____

Printed Name of Employer _____

Signature of Employer _____ Date _____