

Diocese of Saginaw Catholic School Long Term Substitute Job Description

The Long Term Substitute Teacher/Minister understands that this is a ministerial position at a religious institution and that there is within the Catholic Church a body of officially taught and commonly accepted beliefs, the communication of which is a fundamental purpose and mission of a Catholic School and that its students and staff have a right to expect such communication implicitly and explicitly from its teachers regardless of the subject areas, grades, or courses being taught.

In both personal and professional life, the Long Term Substitute Teacher/Minister will exemplify the moral teachings of the Catholic Church and will not advocate, model, counsel or encourage beliefs or behaviors that are contrary to the teachings of the Catholic Church.

Reports to Principal

I. Community of Faith

- A. Supports and implements the mission/philosophy of Catholic education and the school:
 - 1. Supports the formal religious education program;
 - 2. Respects the cultural diversity unique to the school
- B. Gives evidence of lived Gospel values:
 - 1. Gives evidence to the importance of prayer and worship through active participation in planning and celebrating liturgical prayer, prayer services, faith-sharing activities, and other forms of prayer with the faculty, students and parents of the school and parish community.
 - 2. Speaks, acts, and instructs students in a manner that is consistent with the teachings of the Church on issues of faith and morals;
 - 3. Integrates religious attitudes and values into secular subjects and into life both inside and outside of school;
 - 4. Models an attitude of service and plans appropriate service projects with students;
 - 5. Exemplifies a sense of mercy and justice in dealing fairly with students and parents;
 - 6. Demonstrates a respect for all forms of life.
- C. Participates in building faith community:
 - 1. Contributes to a cooperative spirit within the school community;
 - 2. Demonstrates a willingness to plan, encourage, and participate in community building activities (religious, social, and educational);
 - 3. Welcomes all members to the community with a Christ-like spirit of openness, acceptance, and helpfulness;
 - 4. Demonstrates a spirit of reconciliation when participating in problem situations affecting the faith community.

II. Instructional Process

- A. Demonstrates evidence of prior planning and preparation:
 - 1. Follows curriculum guidelines and time allotments as established by the diocese and the school;
 - 2. Reflects the school philosophy in the instructional process
 - 3. Designs lessons in a clear, logical, and sequential format that implements stated grade level goals and objectives;
 - 4. Shows evidence of long and short range planning;
 - 5. Has needed materials and equipment readily available
 - 6. Provides lesson plans for a substitute when absent.
- B. Presents classes clearly and effectively:
 - 1. Builds upon interest, abilities, and previous learning experiences of the students;
 - 2. Communicates learning objectives clearly to students
 - 3. Employs a variety of teaching techniques
 - 4. Develops thinking skills through use of appropriate questions and activities which provide opportunities for problem solving;
 - 5. Continually monitors students' application of skills and concepts and checks for comprehension;
 - 6. Promotes development of good study skills;
 - 7. Provides closure to each lesson;
 - 8. Uses instructional time efficiently and effectively.
- C. Evaluates student progress effectively:
 - 1. Uses evaluation techniques which support school philosophy and relate to curriculum guidelines;
 - 2. Provides prompt feedback of test results and assignments;
 - 3. Uses evaluation of student progress as a continual guide in planning and modifying instruction when necessary;
 - 4. Maintains students' records consistently, accurately, and neatly;
 - 5. Uses a variety of evaluation techniques: (for example, pre and post testing, textbooks tests, teacher-made tests which include oral and written projects and standardized testing);
 - 6. Uses a variety of techniques for communicating student progress in a timely manner: (for example, progress reports, report cards, parent conferences, on-line grading, and portfolios).
- D. Provides for individual differences:
 - 1. Addresses various learning styles of children by utilizing multi-sensory teaching strategies;
 - 2. Provides activities and materials that are appropriate for the development levels of the student, and re-teaches as need;
 - 3. Groups students appropriate to each learning activity.
- E. Demonstrates ability to motivate students:
 - 1. Provides a variety of activities which encourage and promote maximum student involvement;
 - 2. Encourages creativity, critical thinking, and problem solving skills;

3. Challenges students and enthusiastically communicates expectations and purposes for learning;
 4. Gives construct and timely feedback to students;
 5. Elicits and responds to student questions;
 6. Encourages students to participate in discussions;
 7. Plans activities which relate to current situation within and outside the school.
- F. Maintains an atmosphere conducive to learning:
1. Physical Environment:
 - a. Establishes efficient classroom routine;
 - b. Provides a physical environment which is conducive to good health and safety: adequate light, heat, air, and seating arrangements;
 - c. Maintains an attractive, orderly room with functional bulletin boards;
 2. Learning Atmosphere:
 - a. Supports school discipline plan;
 - b. Establishes and clearly communicates expectations and consequences for student behavior, involves students in establishing rules and consequences for classroom behavior;
 - c. Is respectful, fair, and professional in relating to students;
 - d. Promotes self discipline in students while reinforcing appropriate behavior;
 - e. Anticipates and corrects disruptive behavior constructively and consistently;
 - f. Is considerate of other staff members when implementing projects
- G. Knows and uses technology appropriately:
1. Personal Competencies:
 - a. Has basic computer skills;
 - b. Has word processing competencies;
 - c. creates multimedia presentations;
 - d. Generates grades electronically.
 2. Instructional Competencies:
 - a. Utilizes technology in research projects
 - b. Utilizes technology in the lesson delivery
 - c. Develops student assessment with technology component
 - d. Fosters the use of email
 - e. Encourages and uses the Internet in the lesson.

III. Interpersonal Relationships

- A. Works cooperatively with administration:
1. Supports and enforces diocesan and school regulations;
 2. Avoids discussing disagreements with administration / faculty in the presence of student / parent / and staff;
 3. Keeps principal informed of activities, problems, and communications;
 4. Demonstrates openness and cooperation in working with the principal;
 5. Informs principal of students with special needs and circumstances.

- B. Works positively with colleagues and support and parish staff:
 1. Works cooperatively with colleagues
 2. Makes appropriate use of support staff services;
 3. Shows appreciation for unique contributions of each staff members;
 4. Avoids idle and unprofessional talk about school personnel, student, and parents;
 5. Collaborates with others in planning and implementing projects.
- C. Demonstrates positive interpersonal relations with students:
 1. Promotes a positive self-image in students;
 2. Encourages students' self-discipline
 3. Interacts with each student in a mutually respectful and just manner;
 4. Is reasonably available to students during the school day;
 5. Maintains professionalism when relating with students;
 6. Uses discretion in handling difficult situations.
- D. Maintains positive interpersonal relations with parents:
 1. Respects and cooperates with parents as co-educators;
 2. Provides a climate which initiates and invites communication with parents;
 3. Communicates clearly, accurately, and consistently with parents;
 4. Gives serious consideration and appropriate action to parental comments and criticism.
 5. Participates actively in school sponsored parent meetings and programs.

IV. Other Professional Responsibilities

- A. Maintains a professional manner in the classroom and other related settings:
 1. Displays emotional stability, sensitivity, appropriate humor, flexibility, good judgment, and a positive attitude;
 2. Dresses professionally and in accordance with school guidelines;
 3. Uses oral and written English correctly;
 4. Complies with all policies stated in the Employment Agreement, Employee Handbook and Policies and Guidelines Handbook. (to be developed)
- B. Demonstrates a sense of professional responsibility and leadership:
 1. Maintains a reasonable record of attendance and punctuality;
 2. Refrains from entering into an agreement with any other school which would conflict with the Employment Agreement currently in effect;
 3. Maintains accurate student attendance and tardy records;
 4. Participates in school's self study and school improvement process (MNSAA Accreditation).
- C. Reports any knowledge or suspicion of child abuse as required by law.
- D. Accepts, willingly, extra assignments and supervision (e.g. lunch, playground, and/or dismissal duties).
- E. Attends all faculty meetings, in-services, and other parish and school meetings specified by the principal or the parish unless excused by the principal prior to the meeting.
- F. Is responsible for the care and use of instructional materials, equipment, and school facilities.
- G. Reviews all emergency procedures and drills and practices with students regularly.
- H. Provides necessary documentation for personnel file.

- I. Follows directives regarding collection of monies.
- J. Other duties as assigned.

V. Professional Growth

- A. Keeps abreast of developments in curriculum and methodology.
- B. Interacts with colleagues to further professional growth.
- C. Takes advantage of opportunities for professional improvement:
 - 1. Actively participates in the teacher evaluation process:
 - a. Accepts constructive criticism positively;
 - b. Corrects areas noted for growth;
 - 2. Participates in school, regional, or other in-services in consultation with the principal.
- D. Completes necessary work toward obtaining and/or maintaining a valid teacher certificate/credentials and catechist certification.

VI. Qualifications

- A. Must be a practicing member of a Roman Catholic Church.
- B. BA or BS in elementary education
- C. State of Michigan valid teaching certificate
- D. Adhere to Code of Ethical Conduct
- E. Positive references and recommendations
- F. Must clear criminal background check and comply with other diocesan mandates for Protecting God's Children.
- G. Attend the Diocese of Saginaw Safe Environment Training for new hire employees within the first 30 days of hire.
- H. Successful completion of criminal background check, pre-employment physical and drug screening

VII. Time Commitment

Full-time, beginning in early March through June.