

TO APPLY, COMPLETE [ONLINE APPLICATION](#)

UPPER SCHOOL THEATER SPONSOR

Seeking: An experienced individual capable of producing and directing theatrical performances with a cast and crew of students in grades 6 – 12. This position will be responsible for instructing both the middle school & high school theater class periods scheduled from 1:45 – 3:30pm, Monday – Friday; as well as coordinating and leading all practices deemed vital to the success of each performance.

Classification: Part-time or Full-time, Faculty

Overview: Position requires serving as teacher of record for 2 theater class periods as well as the coordination and supervision of extracurricular practice times. Possibility of full-time faculty role if/when willing and qualified to instruct an additional 4 class periods in any other discipline.

Department: Academics, Upper School (6th – 12th grades)

Salary: \$12,150 - \$42,000 depending upon years of education & experience

I. Academic/Professional

- A. Called by God and qualified by previous training and/or experience for his particular position.
- B. Understands and can explain the Christian philosophy of Biblical basis for education.
- C. Attends classes, seminars, conventions, etc. as able and available in relevant areas for professional self-improvement.
- D. Follows school policies and procedures closely.
- E. Demonstrates loyalty to the school and staff.

II. Instructional

- A. Lesson Planning
 - 1. On a weekly basis, provide daily lesson plans of adequate depth with the

- express intent of meeting assigned course objectives in either part or whole as provided, outlined, and directed by the school principal(s).
2. Integrates Christ/Bible into all subjects.
 3. Utilizes a variety of instructional modes and groupings.
 4. Plans and implements follow-up or review activities to reinforce major objectives.
 5. Incorporates high-interest, fun, or enrichment learning activities, including field trips, to break up routine and aid motivation.

B. Classroom Management

1. Prepares materials, resources, etc. for lessons/activities prior to time of activity. Makes all necessary resources available to students. Screens questionable materials.
2. Keeps adequate and accurate records (attendance, test results, inventory, Bible memory, etc.) Issues curriculum materials as necessary.
3. Closely monitors individual student progress; deals with problems appropriately to the situation, as resources permit.
4. Thoughtfully prepares required student progress report.
5. Initiates and maintains effective communication with parents.
6. Responds promptly and appropriately to parent-initiated communications.
7. Develops, explains and consistently implements/enforces classroom disciplinary procedures within the parameters of school policy.
8. Motivates students effectively through a balanced combination of positive and negative incentives (praise, rewards, privileges, rebuke, loss of privileges, etc.).
9. Establishes other necessary and beneficial classroom procedures and policies (checking work and goals, bathroom use, composition format, etc.)
10. Carefully supervises students at all times they are under his/her direct charge.
11. Demonstrates Christ in all classroom actions, words, and attitudes.

C. Classroom Environment

1. Maintains a classroom that is conducive to learning.
2. Maintains decorative bulletin boards and displays.
3. Provides resources and activities for students with free time.

D. Instructional Proficiency

1. Demonstrates mastery of subject matter.
2. Employs Biblical perspective in all aspects of teaching.
3. Utilizes instructional techniques appropriate to the situation and student level. Effectively directs and controls learning activities. Helps students to discover answers for themselves. Utilizes different media as appropriate.
4. Utilizes positive and negative motivational techniques in teaching. Stimulates student interest and involvement. Inspires each child to achieve at a level consistent with his personal capabilities.
5. Is aware of the needs of the individual child with concern for his interests,

limitation, talents, and abilities.

6. Ministers to students in all necessary areas (prayer, counseling, referral to other staff, etc.). Note: the "spiritual" and "academic" cannot be separated.
7. Uses curriculum materials as tools, not ends in themselves. Supplements these materials as necessary, i. e. teacher runs program, not vice versa.
8. Maintains an atmosphere conducive to learning.
9. Maintains the dignity of and respect for each child.

III. Personal

- A. Maintains a neat personal appearance.
- B. Demonstrates a daily life being conformed to the character of Christ.
- C. Demonstrates the following personal characteristics to students, parents, and other staff:
 1. Love and respect
 2. Courtesy and tact
 3. Enthusiasm
 4. Loyalty
 5. Preserves confidences
 6. Balanced sense of humor
 7. Sensitivity to needs
 8. Emotional stability

IV. Spiritual

- A. Prays regularly for students, their families, other staff, and self.
- B. Helps each student to become rooted and grow in his faith.

Qualifications:

PERSONAL QUALIFICATIONS

1. Be in agreement with the stated vision, mission, and purpose of the school as described in this document. In addition, teachers must be in agreement with terms of the contract, the employee handbook, and the student-parent handbook.
2. Give evidence of good moral character by signing the Christian Role Model Positional Statement. Including the following:
 - a. Employees agree to adhere to abstinence in the use of illicit drugs and profane language at all times.

- b. I Corinthians 8 talks about not participating in activities that cause others to stumble, even when you personally do not consider them to be sin. James 3:1 discusses how teachers will be held to a higher standard. In light of these Biblical principles, LCS employees agree to abstain from *public consumption* of alcohol and tobacco. Matthew 18:6 says, "If anyone causes one of these little ones—those who believe in me—to stumble, it would be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea."
 - c. Employees also understand the importance of being sexually pure. I Corinthians 6:18-20 and I Thessalonians 4:3 explicitly state that we are to abstain from sexual immorality if we desire to glorify God and accomplish His will.
- 3. Show commitment to the total development of each student.
 - 4. Display consistency in obeying and maintaining school policies and procedures.
 - 5. Give evidence of adequate physical and mental health as requested. The board reserves the right to require a health examination if it deems this to be in the best interests of the employee, children, or the staff. In such cases, the expense for such examination will be paid by the school.

PROFESSIONAL QUALIFICATIONS

All teachers at LCS shall:

- 1. Have a minimum of a Bachelor of Arts or a Bachelor of Science degree from a recognized college or university. This requirement may be waived by the school board or in special circumstances. This requirement may also be waived at the discretion of the administrator and principal in the case of electives or other non-core classes.
- 2. Complete (or be willing to acquire) courses specifically prescribed by the school board or administration in the area of Christian education and philosophy.
- 3. Have eighteen hours (college credit) in subject area or a teaching certificate. All teachers will have or immediately begin working toward ACSI certification.

SPIRITUAL QUALIFICATIONS

All employees of LCS shall:

- 4. Be born-again Christians and should demonstrate a deep and total devotion to the Lord Jesus Christ.

5. Faithfully attend and be active members of a church with doctrines and practices which are based on God's Word.
6. Be a student of the Bible's teachings, thoroughly prepared to teach others. As previously stated in this document, LCS teachers and staff are expected to be ministers of the gospel to our students and families.
7. Be emotionally and spiritually mature, thereby being able to exercise self-control in stressful situations.
8. Stand as a Christian example in appearance and conduct.
9. Subscribe to and be in agreement with the Statement of Faith of LCS.

ETHICS & CONDUCTS

Those who accept staff responsibilities at Longview Christian School must strive each day to prayerfully teach the Word of God, glorify our Lord Jesus, and share the Christian faith in a clear and practical way. In so doing, the staff will present to the students a "Living Curriculum" which will serve as a pattern or model exemplifying Christian character and personality.

Goals:

LCS has specific goals or objectives for the school to accomplish to be successful in God's eyes. God has given the home the responsibility to "train up a child in the way he should go." LCS exists to assist in the fulfillment of that challenge, at the same time equipping the child with the mental, physical, and spiritual tools to meet the challenges of life. Heaven is our goal, God is our Father, Jesus is our Savior, the Holy Spirit is the guide, and the Bible is the standard. The moral code, physical laws, social rules, health habits, logical reasoning, love for others, self-concept, good citizenship, faithful stewardship, hard work, and love for God should permeate each life.

Staff Goals

1. To challenge every teacher and staff member to mature as a Christian and a model, clearly exemplifying God's love and truth.
2. To produce a classroom environment that is educationally sound and pleasant for both teachers and students.
3. To pursue continuous formal and informal spiritual and professional development.
4. To develop a close bond between faculty for unity in service to students and the home.

5. To ensure the ongoing evaluation and development of the spiritual, academic, social, and physical programs of the school.

Student Goals

1. To instill conviction that the Bible is the inspired, infallible, authoritative Word of God which requires our love and respect (II Tim. 3:15-17; II Pet. 1 :20-21).
2. To lead students to Jesus by teaching and setting a Godly example.
3. To provide opportunities for students to learn Godly character qualities and to demonstrate their applications (I Sam. 16:7; Gal. 5:22, 23).
4. To encourage students to examine their God-given talents and giftings and to seek careers that will best use their talent for God.
5. To adhere to God's moral code, challenging students to cleave to that which is good, and abhor the evil (Rom. 12:9).
6. To challenge the students to accept responsibility and develop self-discipline (I Tim. 4:1; I Cor. 9:24-27).
7. To nurture Biblical respect and submission to both earthly and heavenly authority (Rom. 13:1-7; Heb. 13:17; Eph. 6:1-3).
8. To develop in students an understanding of the importance of the demonstration of responsibility to God, self, and others.
9. To teach students how to study God's Word and to hide it in their hearts through memorization and application (Ps. 119:11; Ps. 1:1-3).
10. To develop an understanding of the importance of music and worship.
11. To expose each child to a variety of music to gain appreciation for different styles of music.
12. To train students in voice, instrumental, and drama with opportunities for performance.
13. To coach the students in physical fitness, good health habits, and the stewardship of the body as God's human temple (I Cor. 6: 19).
14. To equip each student with the proficiency to organize properly, communicate clearly, think logically, and perceive effectively in reading, writing, speaking, and listening (II Cor. 5:20).
15. To explore the order and symmetry present in God's creation as observed in math and natural law.
16. To school students in how to conduct a research report and to reason logically, using a Biblical perspective (Heb. 5:14; Rom. 12:2).
17. To tutor students in good study habits and skills (II Tim. 2:3-7).
18. To encourage individual curiosity and inspire creativity (II Tim. 3: 14-17).

19. To view the geographical, governmental, cultural, historical, social, and religious background of our free enterprise system.
20. To implant a sense of patriotism and good citizenship by understanding and appreciation of the American and Christian heritage, using current affairs to enlighten students in their relationship to God's plan for man (I Cor. 10:11; Rom. 13: 1-7).
21. To explore the wonders of God's creation of the universe, natural laws, ecology, and the animals, plants, insects, fish, and amphibians over which man has been given dominion as we cohabit our planet.
22. To strengthen students' belief in the wisdom and power of God the creator through the study of science; to inspire loyalty, obedience, and honor for God, country, law, leaders, school, parents, and self.
23. To secure mastery of the fundamentals of phonics, spelling, diction, grammar, and syntax of the English language, for both communication skills, orally and written, as a foundation for future studies.
24. To produce literacy forms such as poems, essays, themes, summaries, reports, and outlines.
25. To experience poetry - the reading, memorizing, performing, and writing of classic, religious, and original works.

APPENDIX A

Gradebook Specifications: Theater Class

- A. Instruct students in the principles and skills related to theater class.
- B. Create and submit a semester-long plan for the theater classes based on the principles and skills that you want to teach. Students in theater class may work on the theater productions, but they should also be learning principles and skills not tied directly to the productions.
- C. Utilize approved semester plan in the creation of weekly lesson plans to be posted for reference and review in each assigned course's FACTS gradebook.
- D. Enter weekly assignments capable of yielding no less than one grade each week. Assignment assessment may draw from class participation, individual contributions within any one lesson, and/or a student's overall progress in meeting class objectives.

APPENDIX B

Theater Production Guide

This position is responsible for the planning and coordination of several school events with the following information serving as a guide in both the execution and evaluation of each respective event.

1. Rely on the principals and the administrator to help at all points along the way. Receive their suggestions, advice, and assistance graciously, knowing that their intention is to help you become an even better director than you already are.
2. Select scripts for the fall and for the spring as early as possible so that you will have enough time for planning and preparation. Obtain script approval from the upper school principal and/or the administrator before announcing them to the students.
3. Prepare a first draft of a set design, sketches of costumes, and a list of set pieces and props needed before working with students. It can be revised later.
4. Recruit your crew (see list of positions below) to help with building the stage, making sets, acquiring or making props and set pieces, running light and sound, and applying make-up. Ask the principal and/or the administrator for assistance in recruiting the helpers if you are not getting enough volunteers. Submit a list of the people who will be helping.
5. Print and publish a timeline for each aspect of the production—when the stage needs to be built, when the sets need to be finished, when the costumes need to be ready, etc. Set deadlines as early as possible for each of these needs.
6. Submit a rehearsal schedule, based on the acts and scenes in the play before doing any work with the students. Require only necessary cast and crew members to be at each rehearsal. If the play is a musical, plan the musical rehearsals, choreography rehearsals, and the acting rehearsals separately at first. Select deadlines for being off-book for the songs and off-book for the lines.
7. Hold auditions. Cast the play. Hand out information to students and parents as soon as the cast is selected. Information should include the rehearsal schedule and deadlines for knowing lines along with knowing songs and choreography if applicable.
8. Select the crew positions based on the necessities of the script. Instruct the crew on each task and duty that you assign to them. Students should not be added to the crew just because they want to spend time with friends.
9. Hold rehearsals according to the published schedule. As much as possible, stick to the schedule. Recruit a person or two to oversee students who are waiting to rehearse so that your full attention can be on the students who are rehearsing. You could even have helpers who run lines with the kids who are waiting in a separate location.
10. Depend on the stage manager to record all of your spoken notes and to-do items. Review the stage manager's list and edit it after each rehearsal. Assign the tasks on it to the appropriate crew and helpers.
11. Meet with the crew and helpers at least once a week to get a status update. Make sure that they are meeting deadlines for having things ready.

12. Make sure that all the sets and costumes are ready a full week before the first performance. By that point you should start doing straight run-throughs with a few notes on some of the fine details.
13. Hold a final dress rehearsal the day before the opening. Every aspect of the production should be finished by that day.
14. Spring Production Crew:

a. Director – Paid a stipend. Responsible for every aspect of the production. Delegates and coordinates stage, props, costumes, tech, and house responsibilities. Primarily responsible for teaching the students and directing the show. Recruits and empowers the other assistants and leaders listed below.

b. Assistant Director – May be paid and may be voluntary. Assists the director as needed.

c. Musical Director – May be paid or voluntary. Directs music for the show if applicable.

d. Stage Manager – Normally a student. Takes notes for director. Relays instructions. Coordinates stage crew and set changes between scenes.

e. Tech Director - May be paid and may be voluntary. Responsible for sound/mics, lighting, etc. Oversees the tech crew.

f. Costume Director – Normally a volunteer. Responsible for procuring, sewing, and/or recruiting volunteers to sew costumes. Final costumes are approved by the director.

g. Props Manager – Normally a volunteer. Responsible for procuring and/or creating all props for the show. Props are approved by the director. Props manager is also responsible for ensuring proper storage, organization, and care of all props during rehearsals and productions.

h. Hair and Makeup Coordinator – Normally a volunteer. May be a staff member, parent, or even a student who has hair/make-up skills and knowledge. Will often recruit volunteers to assist and teach students skills.

i. Stage Construction Manager – Normally a volunteer. May be a staff member, parent, or even a student who has carpentry skills and knowledge, plus access to necessary tools. Responsible for creating the stage and set based on the director's vision. Will often recruit volunteers to assist.

j. Stage/Set Creative Director - Normally a volunteer. May be a staff member, parent, or even a student who has artistic skills. Responsible for painting and

decorating the stage and set based on the director's vision. Will often recruit volunteers to assist.

k. House Manager - Normally a volunteer. May be a staff member, parent, or even a student who has administrative skills. Responsible for cleaning and organizing the front of house area. Coordinates the ticket system/seating and payment system. Plans, purchases, and sets up the concessions. Will often recruit volunteers to assist in these areas.

TO APPLY, COMPLETE [ONLINE APPLICATION](#)