



# The Christian Academy

4301 Chandler Drive  
Brookhaven, PA 19015  
610-872-5100

## TEACHER APPLICATION

Date of application: \_\_\_\_\_

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Present Address: \_\_\_\_\_

Present Phone: \_\_\_\_\_

Position for which application is made: \_\_\_\_\_

List other subjects you could teach (indicate grade levels): \_\_\_\_\_

\_\_\_\_\_

Position you presently hold: \_\_\_\_\_

Earliest date you could begin work: \_\_\_\_\_

### PERSONAL DATA

Date of Birth: \_\_\_/\_\_\_/\_\_\_

Days absent last year: \_\_\_\_\_ Condition of health: \_\_\_\_\_

Marital Status:  Single  Married  Divorced  Separated  Widow(er)

Have you ever been divorced or married to a divorced person?  Yes  No

Comments: \_\_\_\_\_

\_\_\_\_\_

Number of children: \_\_\_\_\_ Ages: \_\_\_\_\_

List special skills (musical instruments, hobbies, etc.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SPIRITUAL DATA

Have you ever received Christ as your Lord and Savior?  Yes  No When? \_\_\_\_\_

Church affiliation: \_\_\_\_\_ please check one:  Member  Regular attender

Do you feel that you could teach bible to your grade level?  Yes  No

# EDUCATIONAL BACKGROUND

## HIGH SCHOOL EDUCATION:

School attended	Address	Dates attended	Date graduated

## COLLEGE / UNIVERSITY EDUCATION:

### Undergraduate:

School	Address	Dates attended	Degrees awarded

### Graduate:

School	Address	Dates attended	Degrees awarded

### Undergraduate Work:

Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Overall grade average: \_\_\_\_\_

### Graduate Work:

Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Overall grade average: \_\_\_\_\_

Are you presently enrolled in a graduate degree program?  Yes  No

If yes, what degree? \_\_\_\_\_

How many credits beyond your highest degree do you presently have? \_\_\_\_\_

### Certificates now held:

Type: \_\_\_\_\_ State: \_\_\_\_\_

Type: \_\_\_\_\_ State: \_\_\_\_\_

List any awards, special recognitions, or honors you have received: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WORK EXPERIENCE

### STUDENT TEACHING:

School and address	Subjects and grades taught	Dates	No. of weeks

Final student teaching grade: \_\_\_\_\_

### TEACHING:

School and address	Subjects and grades taught	Dates	No. of years

OTHER EXPERIENCES that would enhance your ability to teach: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### EXPERIENCE IN OTHER OCCUPATIONS:

Employer and address	Kind of work performed	Dates	No. of years

### MILITARY EXPERIENCE:

Branch of service: \_\_\_\_\_

Date inducted: \_\_\_\_\_ Date separated: \_\_\_\_\_ Specialty: \_\_\_\_\_

### REFERENCE DATA *Please list names, addresses and phone numbers of individuals who will testify to your:*

### SPIRITUAL QUALIFICATIONS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

TEACHING ABILITIES - Please provide two professional references (forms included).

## ESSAY QUESTIONS

*(Please use a separate sheet of paper to answer these questions. Please attach your answers and return them with this application. Thank you!)*

1. Give a brief description of your faith in Christ including conversion and growth in your Christian walk.
2. Briefly describe your philosophy of Christian education.
3. Why do you desire to teach in a Christian school rather than in a public school?
4. Which aspects of a child's development draw you to the division for which you are applying to teach? What aspects of your own personality and training cause you to feel suited to work with that age child?

*Before answering the next two questions please read TCA's definition of a classical approach to education and Susan Wise Bauer's article "What is Classical Education" attached to the end of this document*

5. How might you incorporate aspects of the Classical methodology into your classroom?
6. If you were to join the staff at TCA, in what areas would you feel a need for help in order to be effective in this learning environment?

## STATEMENT OF FAITH

The Christian Academy takes as its starting point the conviction that all truth has as its source the God who has revealed Himself in the Bible.

1. We believe the Bible to be the inspired, only infallible, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons; Father, Son and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit, by Whose indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

In signing below, I acknowledge that the above information is accurate and that I am in agreement with The Christian Academy's Statement of Faith.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this application AND the essay questions to the:  
Headmaster  
The Christian Academy  
4301 Chandler Drive  
Brookhaven, PA 19015  
*Applicants will be considered for teaching positions  
according to stated grade preference on page one of this application.*



THE CHRISTIAN ACADEMY  
 4301 Chandler Drive  
 Brookhaven, PA 19015  
 (610) 872-7600

**PROFESSIONAL REFERENCE FORM**

**To the Applicant:**

Place your name in the space provided and sign the waiver if you agree to waive your right to read this appraisal. Give or mail it to the person named below and request that it be forwarded to the address above care of the Headmaster.

Applicant's Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

I hereby authorize the above named individual to provide the requested information.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Under the provisions of the Family Educational Rights and Privacy Act of 1974, this applicant, if hired, will have access to the information provided unless he/she waives such access.

I HEREBY WAIVE MY RIGHT OF ACCESS TO THE INFORMATION RECORDED ON THIS FORM.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**To the Evaluator:**

We would appreciate it if you would give us your candid opinion of the applicant. The time you invest in completing this form will be very valuable to us and we would be grateful.

*Please check the appropriate rated items listed below.*

PERSONAL QUALITIES	Excellent	Good	Fair	Poor	Not observed
1. Health					
2. General appearance met school guidelines					
3. Dependability with school-wide responsibilities					
4. Personal commitment to Christ is evident					
5. Characterized by integrity and honesty					
6. Focuses upon most important issues, not "trivial" personal agendas					
7. Committed to local church attendance and ministries					
8. Marital and family harmony (if applicable)					

PROFESSIONAL QUALITIES	Excellent	Good	Fair	Poor	Not observed
1. Organizational ability					
2. Interested in school activities					
3. Communicates effectively expectations to parents and students					
4. Harmony in relationships with students					
5. Friendly to other faculty and staff					
6. Accepts criticism from administration					
7. Loyal to school despite differences					
8. Tact/Courtesy with parents					
9. Supports Christian education					
TEACHING QUALITIES	Excellent	Good	Fair	Poor	Not observed
1. Skilled in confronting students					
2. Love/understanding of children					
3. Classroom instructional skills					
4. Attention to reports, grades, records, etc.					
5. Follows school procedures and rules					

Your responses to the following questions will be extremely helpful:

1. How long, how well, and under what circumstances have you known this person?
2. If this applicant were applying to you for a similar position, would you hire this applicant? If you have reservations please explain.
3. Other remarks, suggestions, or recommendations:

Evaluator's Signature \_\_\_\_\_ Occupation: \_\_\_\_\_

Address: \_\_\_\_\_ Date: \_\_\_\_\_

## **Classical Education at The Christian Academy**

The Christian Academy's approach to Classical Christian Education is grounded firmly in the Word of God as the basis for all knowledge, understanding, and wisdom. As such, a Christian worldview is both assumed and taught as the foundation for everything we do in both curricular and extracurricular realms. Furthermore, because all truth has its origin in God, all truth is necessarily one, and our approach to education emphasizes the importance of relating different fields of knowledge explicitly in our instructional content and methodology through interdisciplinary connections. We also are committed to bearing witness to the unity of the Body of Christ, and therefore cherish the diversity of our school community, both ethnically and denominationally, within a broadly evangelical framework, and acknowledging the interdependence of the family, church, and school. The typical components of a classical education simply serve as a means to support these foundational values, so that the emphasis on the acquisition and application of facts in the Grammar Stage (Elementary Division), on relating those facts through logical argumentation in the Logic Stage (Middle School), and through the development of effective communication in the Rhetoric Stage (High School) are smoothly incorporated into all aspects of the curriculum rather than being emphasized as explicit distinctives. Though this might not correspond to what some understand as Classical Christian Education, we believe that this is the ministry to which God has called us in the environment where we seek to serve the Christian families of southern Delaware County.

## What is Classical Education?

by Susan Wise Bauer

Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the *trivium*.

The first years of schooling are called the “grammar stage” — not because you spend four years doing English, but because these are the years in which the building blocks for all other learning are laid, just as grammar is the foundation for language. In the elementary school years — what we commonly think of as grades one through four — the mind is ready to absorb information. Children at this age actually find memorization fun. So during this period, education involves not self-expression and self-discovery, but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics — the list goes on. This information makes up the “grammar,” or the basic building blocks, for the second stage of education.

By fifth grade, a child’s mind begins to think more analytically. Middle-school students are less interested in finding out facts than in asking “Why?” The second phase of the classical education, the “Logic Stage,” is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework.

A student is ready for the Logic Stage when the capacity for abstract thought begins to mature. During these years, the student begins algebra and the study of logic, and begins to apply logic to all academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the student find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the child learn the scientific method.

The final phase of a classical education, the “Rhetoric Stage,” builds on the first two. At this point, the high school student learns to write and speak with force and originality. The student of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. Students also begin to specialize in whatever branch of knowledge attracts them; these are the years for art camps, college courses, foreign travel, apprenticeships, and other forms of specialized training.

A classical education is more than simply a pattern of learning, though. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television).

Why is this important? Language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can “sit back” and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work.

A classical education, then, has two important aspects. It is language-focused. And it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

But that isn't all. To the classical mind, all knowledge is interrelated. Astronomy (for example) isn't studied in isolation; it's learned along with the history of scientific discovery, which leads into the church's relationship to science and from there to the intricacies of medieval church history. The reading of the *Odyssey* leads the student into the consideration of Greek history, the nature of heroism, the development of the epic, and man's understanding of the divine.

This is easier said than done. The world is full of knowledge, and finding the links between fields of study can be a mind-twisting task. A classical education meets this challenge by taking history as its organizing outline — beginning with the ancients and progressing forward to the moderns in history, science, literature, art and music.

This pattern lends coherence to the study of history, science, and literature — subjects that are too often fragmented and confusing. The pattern widens and deepens as the student progresses in maturity and learning. For example, a first grader listens to you read the story of the *Iliad* from one of the picture book versions available at any public library. Four years later, the fifth grader reads one of the popular middle-grade adaptations — Olivia Coolidge's *The Trojan War*, or Roger Lancelyn Greene's *Tales of Troy*. Four more years go by, and the ninth grader — faced with the *Iliad* itself — plunges right in, undaunted.

The classical education is, above all, systematic — in direct contrast to the scattered, unorganized nature of so much secondary education. This systematic, rigorous study has two purposes.

Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance to what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) in order to reach a goal — mastery of a subject.

Systematic study also allows the student to join what Mortimer Adler calls the “Great Conversation” — the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. “The beauty of the classical curriculum,” writes classical schoolmaster David Hicks, “is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs.”

*This article has been excerpted from a larger article by Susan Wise Bauer found on her web site at <http://www.welltrainedmind.com/classical-education/>*