

TEACHING EXPERIENCE

1. List all teaching experience - most recent first - attach another sheet if necessary.
2. For "Type", use S [Student Teaching] and R [Regular Teaching].
3. For "Dates" give from and to dates of experience.

Type	Dates[From-To]	School	City	State	Grade[s]/Subjects[s]

Annual Salary in most recent position:

Check actual kind[s] of specific school experience:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Conventional | <input type="checkbox"/> Bilingual | <input type="checkbox"/> Inner City | <input type="checkbox"/> Departmentalized |
| <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Open Classroom | <input type="checkbox"/> Individualized | <input type="checkbox"/> Other |

Have you ever had a teaching credential denied, suspended or revoked? Yes No

Have you ever failed or refused to fulfill an employment contract with any school? Yes No

Have you for any reason been suspended, dismissed or asked to resign a teaching position? Yes No

Have you ever been convicted of a felony? [A conviction will not necessarily disqualify an applicant from employment.] Yes No

Explain, if you wish, any "yes" answers in an attached statement.

OTHER [NON-TEACHING] EXPERIENCE

List non-teaching experience, most recent first, including trade of business, summer camps, youth activities, paid and volunteer experiences, etc. Attach another sheet if necessary.

Dates [From-To]	Employer	City	State	Phone #	Position

MILITARY EXPERIENCE

Branch of Service:

What skills did you acquire in the services that would be relevant to this job?

HEALTH AND PHYSICAL CONDITION

1. If this application is being submitted for your first employment as a teacher in California, California law requires that you be examined for tuberculosis within 60 day before you are hired.
2. If you have been employed as a teacher in California, the law requires a tuberculosis examination every 4 years.
3. Documentation of your most recent tuberculosis examination in either case is necessary to complete your application/placement file.

NONDISCRIMINATION APPLICANT POLICIES REGARDING EMPLOYMENT

It is the policy of Palma High School to promote equal opportunity in any and all employment decisions. Palma High School reserves the right to be the sole judge of merit, competence and qualifications, and can favor Catholic applicants, especially in those positions that have direct bearing upon the pastoral activity of the Church.

Palma High School is committed to a policy of equal employment opportunity for applicants and employees.

Palma High School is an "at will" employer.

Palma High School complies with all policies and regulations and applicable local, state and federal laws regarding nondiscrimination.

Palma High School does not discriminate against any employee or applicant for employment because of race, color, national and/or ethnic origin, sex, age, or disability. Palma High School complies with laws relating to sexual harassment and harassment because of race, national origin, physical handicap, age or other bases protected by law.

Palma High School is committed to a policy of equal opportunity for all employees or applicants for employment who are self-identified as being infected with the Human Immunodeficiency Virus (HIV) or who have Acquired Immune Deficiency Syndrome (AIDS).

CERTIFICATION

I hereby certify that the information in this application is true and complete to the best of my knowledge. I understand that any false statements may be sufficient cause for disqualification or, if I am hired, dismissal. I hereby give my permission for contact to be made with references and employers listed herein.

Signature

Date

This application and supporting documentation can be sent by mail directly to the attention of:
The Principal
Palma High School
919 Iverson Street
Salinas, CA 93901-1898

OR

Print and mail this signature page [4]; and use the button below to submit online.

CHARACTERISTICS OF TEACHERS IN CATHOLIC SCHOOLS

The following characteristics are paraphrased from the document prepared by the Committee of Personnel of the Supervision, Personnel and Curriculum Section, Department of Chief Administrators, National Catholic Educational Association (N.C.E.A.). Palma High School endorses this description of characteristics of teachers in Catholic schools. It is provided as a job review for those considering employment at Palma High School.

The teacher -

1. understands and accepts the fact that Palma High School is operated in accordance with the philosophy of Catholic education.
2. accepts and supports the ongoing building and living of a Faith Community, not simply as a concept to be taught but as a reality to be lived in worship, service, and interpersonal relationships.
3. has an overall knowledge of the goals of the entire school program and can relate his/her specific expertise to these goals.
4. reflects in his/her personal and professional life a commitment to Gospel values and the Christian tradition.
5. acknowledges that faith commitment is a free gift of God that is both relational and intellectual.
6. accepts the responsibility for providing an atmosphere for fostering the development of a faith commitment by the students.
7. accepts accountability in the fulfillment of his/her professional responsibilities.
8. accepts professional evaluation of his/her performance.
9. demonstrates good classroom management and record-keeping techniques.
10. provides for continuous professional growth by engaging in advanced studies, attending workshops and in-service programs, reading current professional journals and adapting to improved teaching ideas, methods and materials.
11. recognizes and appreciates the contributions of the other members of the professional staff, and shares with them his/her ideas, abilities and materials.
12. understands the limits of his/her professional competencies and makes appropriate referrals for the benefit of the students.
13. recognizes and respects the primary role of the parents in the education of their children.
14. relates to the students in an adult Christian manner and contributes to the student's sense of self-worth as a Christian person.
15. shows an understanding of the principles of human growth and development.
16. is creative and resourceful in choosing instructional materials and in using appropriate school and community resources to facilitate optimum learning for all students.
17. fosters the apostolic consciousness of students by encouraging them to join in experiential learning activities that give witness to Christian justice and love.
18. motivates and guides the students in acquiring skills, virtues and habits of heart and mind required to address with Christian insight the multiple problems of injustice which face individuals and our pluralistic society.
19. demonstrates the use of skillful questions that lead pupils to analyze, synthesize, and think critically.
20. provides learning experiences which enable students to transfer principles and generalizations developed in school to situations outside of the school.
21. provides for ongoing evaluation of students and the learning program in order to modify the learning process in accord with each student's needs, interests and learning patterns.