

GUILFORD COUNTY SCHOOLS

JOB DESCRIPTION OF THE VIRTUAL TEACHER

REPORTS TO: Principal

SUPERVISES: May coordinate and direct the activities of teacher assistants.

PURPOSE: To plan, organize, and present instruction and instructional environments that help students learn subject matter and skills that will contribute to their educational and social development.

DUTIES AND RESPONSIBILITIES

A. MAJOR FUNCTION: Management of Virtual Instructional Time

The teacher has materials, supplies, and equipment for each lesson ready at the start of the lesson or instructional activity; gets the class started quickly; gets students on task quickly at the beginning of each lesson; and maintains a high level of student time-on-task.

B. MAJOR FUNCTION: Management of Student Behavior

The teacher has established a set of rules and procedures that govern the handling of routine administrative matters; has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole-class instruction, small group instruction, etc.; and frequently monitors the behavior of all students during whole-class, small group, and individual activities and stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

C. MAJOR FUNCTION: Virtual Instructional Presentation

The teacher adapts instructional presentation expectations appropriately to the virtual platform utilizing a variety of teaching modalities—synchronous, asynchronous, flip teaching etc. The teacher begins lesson or instructional activity with a review of previous materials; introduces the lesson or instructional activity and specific learning objectives when appropriate; speaks fluently and precisely; presents the lesson or instructional activity using concepts and language understandable to the students; provides relevant examples and demonstrations to illustrate concepts and skills; assigns tasks that students handle with a high rate of success; asks appropriate levels of questions that students handle with a high rate of success; conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding slowdowns; makes transitions between lessons and between instructional activities within lessons efficiently and smoothly; makes sure that the assignment is clear; and summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

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D. MAJOR FUNCTION: Instructional Monitoring of Student Performance

The teacher maintains clear, firm, and reasonable work standards and due dates; coordinates individual and small group check-ins to monitor all students' performance; routinely uses oral, written, and other work products to check student progress; and poses questions clearly and one at a time.

E. MAJOR FUNCTION: Instructional Feedback

The teacher provides feedback on the correctness or incorrectness of in-class and out-of-class (discussion board, posts, etc.) work to encourage student growth; regularly provides prompt feedback on assigned out-of-class work; affirms a correct oral response appropriately and moves on; and provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

F. MAJOR FUNCTION: Facilitating Instruction

The teacher has an instructional plan that is compatible with the school- and system-wide curricular goals; uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks; maintains accurate records to document student performance; has an instructional plan that matches/aligns objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty; and uses available human and material resources to support the instructional program.

G. MAJOR FUNCTION: Interacting Within the Virtual Educational Environment

The teacher treats all students in a fair and equitable manner and interacts effectively with students, co-workers, parents, and community. Teacher must be prepared to spend more time on-line with students, teaching and directing, than would be customary for a normal classroom teacher. Teacher will need to establish "office" hours that make themselves available to students and parents that may have varying schedules.

H. MAJOR FUNCTION: Performing Non-Instructional Duties

The teacher carries out non-instructional duties as assigned and/or as need is perceived; adheres to established laws, policies, rules, and regulations; and follows a plan for professional development and demonstrates evidence of growth.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

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MINIMUM TRAINING AND EXPERIENCE

Degree in education or in a related area that will qualify for licensure as a teacher by the North Carolina Department of Public Instruction. Teachers also must have excellent computer skills and have an intuitive belief in their ability to communicate virtually.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, and to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including medical, legal, and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference, and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

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Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear. Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear. Must be able to communicate via telephone.

KNOWLEDGE, SKILLS, AND ABILITIES

Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitates by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.