

Virtual Learning Program Teacher Job Description and Expectations

Minimum Requirements

- Teachers must be certified in the application grade level/subject area.
- Comfortable and effective with technology, Learning Management Systems (Canvas or Google Classroom), and remote instruction.
- Attend 3-5 day WCPS VLP Teacher Training Institute *before* the first regular teacher workday, in late July or early August. (CEUs will be awarded.) Training may be virtual and/or face-to-face.
- Available to work an 8-hour flexible schedule that includes required daytime hours in a WCPS office and some evening hours at home. Occasional base school staff meetings and/or Virtual Program staff meetings may also be required.
- Commit to at least one full semester of VLP teaching, with the understanding that upon returning to a WCPS classroom full time, the teacher may be assigned to a different school, depending on the needs of the district at that time. All VLP teachers retain their status as WCPS teachers no matter what their specific teaching assignment is during their Virtual Learning Program assignment period.

Policy

- Teachers shall adhere to all North Carolina and Wayne County Public Schools' policies, expectations and procedures.

Professional Growth Expectations

- Using the Rubric for Evaluating North Carolina Teachers, the teacher shall reflect upon and rate his or her performance throughout the year.
- Teachers shall develop a professional development plan with measurable outcomes within the first ten days in order to promote professional growth.
- Teachers shall implement strategies to improve personal performance in areas individually or collaboratively identified as opportunities for growth.
- Teachers shall participate in all teacher evaluation activities required by the state of North Carolina and the Wayne County Public Schools.

Instructional Planning

- Teachers shall collaborate within professional learning communities to develop standards-aligned, appropriately challenging lessons incorporating evidence-based practices and clearly identified learning targets.
- Teachers shall identify and infuse critical standards not addressed or mastered from the previous year.
- Teachers shall utilize planning guides and WCPS resources to plan instruction.
 1. [Dufour Planning questions](#)
 2. [Lesson Plan Format](#) (Sample)
 3. [Differentiated Instruction](#)

- Choice of [content](#) when appropriate/possible
 - Choice of [process](#) when appropriate/possible
 - Choice of [product](#) when appropriate/possible
 - Responsive [learning environment](#)
4. [Feedback](#)
 5. [Scaffolding Guide](#)
 6. [Priority Practice Active Participation Strategies](#)

Communication and Delivery of Instruction

- Teachers shall utilize Google Classroom if they are teaching elementary students or Canvas if they are teaching middle/high school students.
- Teachers shall communicate the upcoming learning announcements on the last working day of the week.
- Teachers shall explicitly state the attendance procedure.
- Teachers shall communicate clear academic and social-emotional learning targets.
- Teachers shall communicate and record synchronous direct instruction sessions.
- Teachers shall engage students in rigorous, relevant virtual class activities:
 - relevant and engaging class “discussions”
 - project-based learning
 - guided note-taking
 - thinking Maps
 - student presentations via video or other web-based tools.
 - students publish their work online to specific audiences ranging from parents to public groups.
 - choice board
 - differentiation of content, product, process and learning environment when appropriate
 - gamification
- Teachers shall explicitly state assignment due date, time of submission and grading procedure (rubric or grading scale).

Support Student Growth

Teachers shall:

- Provide timely, specific, descriptive and directive feedback specifying areas of mastery and places for growth.
- Differentiate instruction.
- Focus on developing, enhancing, and extending essential concepts and skills during remote instruction.
- Engage in data analysis and application of the [Plan-Do-Study-Act](#) to continually improve upon teaching and learning.
- Use existing teaming structures (e.g., PLCs, [MTSS Teams](#), SIT, etc.) to meet the needs of students.

- Embed district-wide social emotional learning resources and protocols within daily routines.
- Seek support from the school counselor and social worker to further support students with SEL and mental health needs.
- Diagnose learning needs and prescribe solutions as appropriate.

Assessment

In collaboration with the district, the teacher shall:

- Use formative assessments to monitor each student's progress and ensure that they are on track to meet the learning targets and goals.
- Administer district-wide assessments.
- Administer NC Check-Ins if applicable.
- Administer benchmarks and/or Read to Achieve assessments if applicable
- Monitor each student's progress and take action when the assessments identify a problem for a particular student.
- Ensure each student is provided with testing accommodations described in their IEPs, 504, EL, etc.
- NOTE: Some assessments are required to be administered on a WCPS school campus.

Reporting of Grades

- Teachers shall update PowerSchool each week.
- Teachers shall provide feedback on work submitted within 48 hours or contact student/parent within 24 hours of the student not submitting their assignment. *Projects and term papers may require more than 48 hours to provide quality feedback.
- Teachers shall maintain two-way communication with parents.
- Teachers shall communicate with students, parents, counselors, etc. via phone calls, e-mails, progress reports, videos, texting, announcements on home page, web conferences, and feedback within individual assessments.

Virtual Program Teachers Working with Special Populations

Serving EC/504 Students

IEP Case Managers and 504 Coordinators will work with Virtual Program students and teachers:

- Review past remote instruction delivery processes to develop a list of what was effective and not effective for each student.
- Complete an assessment to determine the most appropriate methodology for remote instruction as it aligns with the student's learning styles, their developmental levels and abilities to access remote instruction.
- Collaborate with the parents/guardians of students with IEPs or 504 Plans to determine the best practices for providing remote instruction.

- Develop responsive plans including necessary levels of support needed to ensure that students with disabilities and students with 504 accommodation plans have equal access.

Collaboration

- Exceptional Children teachers will collaborate with general education teachers to ensure accommodations and modifications are appropriate based upon each student’s unique needs, as well as providing access to grade-level remote learning opportunities.
- EC teachers will participate in professional learning communities with general education teachers.
- Parent communication logs will be kept by all EC teachers and related service providers.

Instruction and Services Provided Documentation

- Maintain a log of remote learning services that are provided or offered, to include the date, time, mode of instruction, IEP goals addressed and progress monitoring data.
- Documentation of modes of instruction include video conference, telephone conference, print material, online material, or learning management systems such as Google Classroom or Canvas.

Serving EL Students

- Teachers of EL students will complete “Authentic Engagement Across Languages and Cultures” <https://skillshop.exceedlms.com/student/path/30515> via Google in the classroom.
- HMH and Mentoring Mind resources infuse multiple Sheltered Instruction Observation Protocol (SIOP) strategies
- EL teachers will collaborate with content area teachers prior to remote learning days to provide accommodations and modifications for EL students, as outlined in their EL Plan.
- EL teachers across all grade spans will provide EL services to all eligible students through online and offline activities.
- Students who enroll during remote learning are screened for EL services using the Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak (May 18, 2020).
- The Language Instruction Educational Program (LIEP) Plan includes remote learning guidance and instruction, collaboration expectations for content teachers and EL students, and communication expectations with families.
- EL teachers attend virtual grade level meetings with content teachers to plan and deliver remote instruction. Paper packets of lesson plans in multiple languages, downloaded from the Resources for ELS During Remote Learning DPI website, are provided to students with limited internet access.

- EL teachers make contact with parents in their home language, using bilingual teachers (Spanish), translated Class DOJO texts, Google Translate, and Talking Points

Students identified as academically gifted and/or intellectually gifted

Services include but are not limited to:

- General Education teachers will meet the gifted students' needs as indicated on Differentiated Education Plans (DEP) with support from the Academically or Intellectually Gifted Specialists (AIG). AIG specialists will support Virtual Program teachers in planning, and Co-teaching, in remote learning platforms.
- Advanced differentiation opportunities should be evident in lessons and address the academic and social and emotional needs of gifted learners.
- Vetted resources through [NCDPI](#), [Duke TIP](#), and [NCAGT](#) are available and should be used by General Education teachers and AIG Specialists to replace mastered content or enhance learning. Virtual Learning Labs should be used as ready made or demonstration models for lesson development for K-12 advanced or gifted learners.
- AIG Specialists will support the facilitation of the aforementioned resources in virtual classrooms.
- Standards-based lessons which appropriately challenge AIG students, as well as providing content enrichment and extension, should always follow the current DEP during remote instruction. Differentiated Remote Learning Logs should be maintained and added to the students' AIG Quarterly Report.

Respond to all Students' Social-Emotional Needs

- Teachers shall monitor and identify students for signs of social-emotional difficulty.
- Teachers shall communicate concerns to the students' parents/guardians and other district administrators as appropriate.
- Teachers shall facilitate connecting students and families in need with appropriate WCPS support personnel and resources.
- Teachers shall practice and enforce all legally required confidentiality rules, regulations and policies.

Teachers Shall Evaluate Instruction

- Reflect on what works and what can be improved with an eye toward improving the online class.
- Reflect on student progress toward learning targets, IEPs, etc.
- Reflect on observations.
- Routinely analyze student assessments and participation data.
- Analyze state and other standardized test results.
- Administer student and parent surveys.
- Share and reflect on other teachers' remote lessons.

NOTE: While it is the intent of WCPS to pair students who wish to enroll in the Virtual Learning Program with teachers from their assigned base schools, there may be some cases where this is not possible due to numbers and certifications. Likewise, the intent is to allow teachers to transition from face-to-face or hybrid teaching, to full time virtual teaching by assigning them students from their current schools, but virtual teachers may be assigned students from other schools if the numbers/certifications warrant.

In all cases the intent is to assign teachers to work from their base school campuses, or from a campus nearby; Virtual Learning Program teachers are not intended to be assigned to work from home during a large portion of the regular school day. District office locations for Virtual Program teachers ensures appropriate principal oversight and ongoing collaboration with grade level or content area teachers to ensure quality curriculum delivery.