



GOVERNMENT OF THE US VIRGIN ISLANDS
DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES

POSITION: SCHOOL TEACHER

DESCRIPTION

This is a standard position description for use in the Public Elementary Educational System of the United States Virgin Islands, a school teacher provides instructional activities, methods and ensures accomplishment of objectives specific to student's special needs, and supervision of students. This is a ten-month position. Teaching professionals are represented by the American Federation of Teachers (AFT). Certification in an academic subject area or instructional level is required. A school teacher works, under the general supervision of a Principal, Assistant Principal, or other administrators. Work is reviewed through observations, evaluations, and informal and formal conferences. Guidelines of the position include Governmental and Departmental regulations, directives, initiatives, legislative acts and bills, Contractual Agreements, Virgin Islands Code, Board of Education policies, Personnel and Budgetary manuals. Duties and responsibilities are general and technical, and require independent judgment. Contacts are primarily with Principals, Coordinators, other administrators, coworkers, students, parents, and the community at large. The primary purpose of the contacts is to provide information, assistance and support, gather information, teach and evaluate instructional outcomes, and make recommendations for improving the system.

DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE)

- Establishes and enforces rules for behavior and procedures for maintaining order among the students for whom they are responsible;
- Observes and evaluates students' performance, behavior, social development and physical health;
- Prepares materials and classrooms for class activities;
- Instructs students individually and in groups, using various teaching methods such as lectures, discussions and demonstrations;
- Establishes clear objectives for all lessons, units and projects and communicates those objectives to students;
- Assigns and grades class work and homework;
- Reads books to entire classes or small groups;
- Prepares, administers; and grades tests and assignments in order to evaluate students' progress;
- Confers with parents/ guardians, teachers, counselors and administrators in order to resolve students' behavioral and academic problems;
- Meets with parents/guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs;
- Maintains accurate and complete student records as required by law, district policies and administrative regulations;
- Prepares students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks;
- Guides and counsels students with adjustments and/or academic problems or special academic interests;
- Prepares and implements remedial programs for students requiring extra help;
- Prepares objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools;
- Provides a variety of materials and resources for children to explore, manipulate and use both in learning activities and in imaginative play;
- Enforces administration policies and rules governing students;
- Confers with other staff members to plan and schedule lessons promoting learning, following approved curricula;
- Meets with other professionals to discuss individual students' needs and progress;
- Uses computers, audiovisuals aids, and other equipment and materials to supplement presentations;
- Prepares for assigned classes, and shows written evidence of preparation upon request of immediate supervisors;

- Collaborates with other teachers and administrators in the development, evaluation and revision of school activities and programs;
- Prepares reports on students and activities as required by the administration;
- Instructs and monitors students in the use and care of equipment and materials, in order to prevent injuries and damage;
- Organizes and leads activities designed to promote physical, mental and social development, such as games, arts and crafts, music and storytelling;
- Attends professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence;
- Plans and supervises class projects, field trips, visits by guest speakers or other experiential activities, and guides students in learning from those activities;
- Organizes and labels materials and displays student's work;
- Attends staff meetings, and serves on committees as required;
- Administers standardized ability and achievement tests, and interprets results to determine student strengths and areas of need;
- Supervises, evaluates, and plans assignments for teacher assistants and volunteers;
- Involves parent volunteers and older students in children's activities, in order to facilitate involvement in focused, complex play;
- Performs administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading as required;
- Selects, stores, orders, issues and inventories classroom equipment, materials and supplies;
- Provides disabled students with assistive devices, such as supportive technology and assistance accessing facilities such as restrooms;
- Sponsors extracurricular activities such as clubs, student organization, and academic contests;
- Performs all other tasks and assumes such other duties as designated by the Principal;

FACTOR I: KNOWLEDGE AND ABILITIES

- Knowledge of the education laws, policies, rules and regulations of the United States Virgin Islands, as well as within respective schools;
- Knowledge of learning disabilities, and methods of treatment;
- Knowledge of the student learning process;
- Knowledge of the principles of teaching and classroom control;
- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar;
- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects;
- Knowledge of human behavior and performance; individual differences in ability, personality and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders;
- Ability to strive to maximize the educational achievement of each student;
- Ability to plan lessons, coordinate resources, and manage time on task;
- Ability to maintain accurate and complete records as required by district policy and administrative regulations;
- Ability to create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students;
- Ability to cooperate and share professionally with members of the administration and other staff;
- Ability to develop reasonable rules of classroom behavior in accordance with district policies and guidelines, and maintain order in the classroom in a fair and just manner;
- Ability to work cooperatively with students, staff, administrators, parents and others;
- Ability to maintain confidentiality about students in accordance with state and federal law as well as district policy;
- Ability to talk to others conveying information effectively;
- Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems;
- Knowledge of Virgin Islands history and culture, and the ability to integrate and customize where appropriate, folklore themes, historical elements, and geographical factors which influence the lives of students.

FACTOR II: SUPERVISORY CONTROLS

- Works under the direct supervision or assignment of a School Principal, Assistant Principal, or Counselor, as assigned by Principal;
- Work is controlled by routine review and reporting to or consultation with supervisor;
- Work is reviewed through on-site visits, reports and achievement of objectives.

FACTOR III: GUIDELINES

- Federal safety and departmental guidelines and procedures must be followed;
- Strict adherence to HIPPA law and strict confidentiality guidelines are to be followed;
- Employee is expected to use knowledge acquired through specific instructions, training and experience in making independent decisions.

FACTOR IV: COMPLEXITY

- Requires a combination of job functions using serious judgment to perform a variety of job responsibilities;
- Responsible for ensuring the safety of children on school grounds and the completion of assignments;
- Requires long hours of concentration, patience and flexibility in unexpected arising situations.

FACTOR V: SCOPE AND EFFECT

- Requires responsibility for the planning and implementation of instructional programs for children of elementary school level;;
- Devices or provides input for the instruction of each student supporting, and performing routine work activities;
- Errors at this level will have major repercussions that will be counterproductive to efficient school safety and class room management.

FACTOR VI: PERSONAL CONTACTS AND PURPOSE OF CONTACTS

- Requires personal contact with students, parents, fellow employees, supervisors, administrators, and work unit.
- Purpose of contacts is to obtain, clarify, or give facts or information to aid in the production of accomplishing objectives and daily tasks.

FACTOR VII: PHYSICAL DEMANDS

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
 - Must be able to stand for long periods of time with intermittent walking, standing, sitting, bending, use of voice;
 - Requires medium to heavy work, including continuous physical exertion such as frequent bending, lifting or climbing;
 - The ability to handle cumbersome awkwardly shaped items;
 - The ability to exert maximum muscle force to lift, push, pull, or carry objects;
 - The ability to use your abdominal and lower back muscles to support parts of the body repeatedly or continuously over time without 'giving out' or fatiguing;
 - The ability to use short bursts of muscle force to propel oneself (as in jumping or sprinting), or to throw an object;
 - The ability to quickly move your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects;
 - The employee must frequently lift and /or move up to 70 pounds.

FACTOR VII: WORK ENVIRONMENT

- Requires performing regular job functions in a school working environment;
- Workers are required to adhere to standard safety regulations to ensure personal safety and the safety of others.

QUALIFICATIONS

Basic qualifications are established by the Virgin Islands Board of Education.

- A teacher shall present proof of United States citizenship or permanent residency.
- Shall display good moral character through submission of police records and three letters of professional recommendation or submission of a professional rating form provided by the Department.
- Shall submit proof of good health, through submission of a physician's statement.
- Shall possess a minimum of a Bachelor's degree, inclusive of thirty (30) semester credits in Education, and thirty-six (36) semester credits in an academic subject area (for secondary teachers); or
- Bachelor's degree including forty-eight (48) semester credits in Education, twenty-four (24) semester credits in elementary and twenty-four (24) semester credits in general education (for elementary school teachers).

"No person shall be discriminated against in employment or in any educational program or activity offered by the Virgin Islands Department of Education on account of race, color, creed, national origin, sex, handicap or age."

Complainant may write to: Director
Division of Human Resources
2133 Hospital Street
Christiansted, VI 00820

Director
Division of Human Resources
44-46 Kongens Gade
St. Thomas, Virgin Islands 00802