

# Idaho Distance Education Academy

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**Position:** I-DEA Secondary Teacher                      **Location:** I-DEA Field Office/Home  
**Reports to:** Secondary Principal (or designee)  
**Classification:** Certified Staff

## Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the teacher is responsible for assisting the homeschooling parents of the students assigned to them in teaching and learning processes. The goal of this assistance is student acquisition of basic skills and knowledge as identified by the Idaho State Board of Education adopted standards.

All instruction provided for students will be individualized according to a learning plan developed by the contact teacher and parent. This means that differences in individual learning style, rate of learning, level of maturation, and level of achievement will provide the basis for instructional decision-making. To respond to these differences, it is expected that teachers will advise a variety of materials, rate of instruction, and methodology, with the modifications based upon frequent assessment.

## Qualification Requirements:

- Bachelor's Degree in Education required; Master's Degree preferred.
- Idaho Teacher certificate required.
- Three years experience in certificated education with extensive curriculum background preferred.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected throughout Idaho.
- This position requires proficiency in the use of technology to communicate and instruct. Teachers will be required to use the Microsoft Office Suite (Word, Excel, PowerPoint, Outlook, etc.) as well as other online instructional programs and databases.
- Such other alternatives as the administration may find appropriate and acceptable.

## PERFORMANCE RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### Planning and Preparation

1. Assist families and contact teachers with course planning, and work with guidance counselor to ensure progress toward graduation requirements is made.
2. Has reviewed all Top Pick curricular options for assigned courses; assists parents, students, and staff with selection and usage of curricula.

3. Develop course descriptions and syllabus for each course; update at end of semester/year.
4. Develops and posts course resources, announcements, and student evaluations aligned to state standards in assigned Moodle classes.
5. Follows established protocol for approving orders and Individual Learning Plans.
6. Develops understanding of assigned secondary and contact students through communication with student, parent, and colleagues.
7. Develop a plan to help students meet minimum proficiency requirements for ISAT. Work in conjunction with Special Education director/teachers to develop alternative assessments as needed.
8. Review and analyze testing data, identify and document strengths and weaknesses; and communicate results and recommendations for instruction.
9. Instructional goals for assigned students are aligned to grade level expectations or as specified in IEP.

### **Learning Environment**

10. Respond to communications in a timely manner: communicate with parents, students, and staff frequently through email, telephone, face-to-face meetings, and/or videoconference.
11. Share instructional strategies to address student achievement gaps with contact teachers, parents, and students.
12. Assignments and assessments encourage depth of understanding through open-ended questions or activities, encouraging further thought and inquiry.
13. Online environment in each class encourages student-to-student and student-to-teacher communication.

### **Instruction & Use of Assessment**

14. Monitor student activity, grade assignments within 10 school days of submission, and provide corrective feedback to students.
15. Share information regarding student progress and instructional materials/strategies with parent, student, and contact teacher. Provides flexibility when legitimate student needs or concerns arise.
16. Provide ongoing instructional assistance to students through the use of Moodle, emails, web conferencing, phone, and/or personal meetings in a timely fashion.
17. Evaluate student progress through the use of anchor assignments, final exams, quizzes, lab reports, and grading rubrics per course syllabus.
18. Provide educational workshops and/or direct instruction to students.
19. Enter assessment grades each semester based on supporting evidence.
20. Students are provided support in advance so that they come to portfolio conferences well-prepared; students given opportunity to reflect on portfolio.

### **Professional Responsibilities**

21. Attend, administer, and/or proctor standardized testing (ISAT, IRI, and DMA/DWA).
22. Maintain updated log notes for each student, as well as updated gradebook.
23. Assist in the development of student portfolios, and review student work as needed.
24. Attend ongoing professional development, teleconferences and meetings as scheduled.
25. Work collaboratively with I-DEA staff on an ongoing basis.
26. Actively participates in school-wide and regional marketing activities.

*Other duties as assigned.*

## **I-DEA TEACHER JOB DESCRIPTION (Cont.)**

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### **Physical Requirements**

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.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

### **Environmental Conditions**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

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