

# HIGHLINE PUBLIC SCHOOLS Job Description

**JOB TITLE: TEACHER/DUAL LANGUAGE PROGRAM**

**GROUP: HEA**

**WORK DAYS PER FISCAL YEAR: 180**

**FLSA STATUS Exempt**

**Plus additional days as provided by the HEA bargaining agreement**

**SUMMARY:** Dual Language Teachers work in an exciting 50:50 dual language program model. In this program students are immersed in the partner language (Spanish, Vietnamese, etc...) for 50% of the day, and English for 50% of the day. At the elementary grade level, this can be both a two-classroom model or a single classroom model.

At the secondary grade level, the teacher for this position will use a specific Partner Language (Spanish, Vietnamese, etc...) for at least one period a day. Like all teachers, the teacher in this position will help students learn skills and develop attitudes and appreciations that will lead them toward the fulfillment of the District's goals of education.

**CONTEXT AND WHO WE ARE:** Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

**OUR PROMISE:** *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Explore different learning styles and develop strong personal relationships with students.
- Work with a team to develop bilingual curriculum.
- Collaborate with dual language grade level partner and school dual language team.
- Provide guidance to paraeducator(s) with instructional objectives and goals.
- Maintain accurate files on each student enrolled with academic progress and objective.
- Assist in the supervision of students outside the classroom, as necessary. (i.e., hallways, contract classes, bus duty, lunchroom, etc.)
- Work collaboratively and cooperatively with building subject area teachers to develop and align curriculum, instruction, and interdisciplinary projects.
- Enlist the assistance of counselors, administration, and other support personnel where appropriate.
- Provide lesson plans for guest teacher.
- Establish clear parameters for student behavior in the classroom.

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- Discipline student in a firm and controlled manner.
- Encourage students to develop courtesy, self-control, respect, and responsibility.
- Enforce rules throughout the school.
- Demonstrate continued professional development.
- Develops rapport with students as individuals in a professional manner.
- Participates in extracurricular responsibilities.
- Evaluate individual student progress regularly and maintain records for report cards and/or parent conferences.
- Organize the classroom setting to contribute to the learning process.
- Give explanations, reasonable and appropriate assignments, and directions clearly.
- Establish immediate and long-range objectives that are in accord with District and building curricula.
- Keep current on educational research, trends, and practices.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit and supporting student-learning objectives.

### **MINIMUM QUALIFICATIONS**

#### **EDUCATION AND EXPERIENCE:**

A valid Washington State Teaching Certificate with appropriate grade/subject area endorsement(s)  
Native or native-like proficiency in oral and academic World Language and English

#### **CONDITION OF EMPLOYMENT:**

Pass ACTFL language proficiency test in the specified World Language with Advanced Low or higher score  
Criminal background clearance  
All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

#### **PREFERRED REQUIREMENTS:**

Partner languages in Spanish and Vietnamese is highly preferred  
Bilingual and/or ESL endorsement  
Two years teaching experience  
One year experience teaching the specified World Language literacy, teaching in dual language  
Professional development in GLAD, SIOP, and Dual Language Instruction

#### **KNOWLEDGE OF:**

Standards based instruction aligned with Washington State Essential Learning Standards and English Language Development Standards  
Principles and practices of assigned program  
School attendance records policy and practice  
District policy and procedures  
Teaching strategies for elementary bi-lingual school students  
Curriculum implementation and modifications/adaptations  
School board policies and procedures

#### **ABILITY TO:**

Communicate effectively verbally and in writing in English and specified World Language  
Maintain effective working relationships with other people  
Operate a variety of modern office equipment including microcomputers and related software  
Provide work direction to others

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Work effectively with a wide variety of students in a culturally diverse setting  
Connect with World Language speaking community  
Comply with school board policies and follow administrative procedures

**REPORTING RELATIONSHIP:** Building Administrator or designee

**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.

While performing the duties of this job, the employee is regularly required to sit, stand, and walk. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to reach above and below their shoulders and bend/twist at the waist. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

**WORK ENVIRONMENT:** 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 regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

### CLASSIFICATION HISTORY

Updated Context and Disclosures sections, 2024.05.28

Revised Condition of Employment and Preferred Requirements section as directed by Executive Director of TLL, 2023.10.31

Revised as directed by Directors of Elementary and Secondary Language Learning, 2023.03.14

Revised Condition of Employment section, 2021.12.07

Consolidated descriptions and updated Context and Mission by Human Resources, 2018.04.19

Updated by Human Resources, 2017.03.06

Updated by Human Resources, 2016.12.05

Transferred to newest format by Human Resources, 2014.02.10

Revised by Human Resources, 2013/01

Revised by Human Resources, 03/11

Updated by Human Resources, 04/2010

Revised by Human Resources, 11/2009

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, [titleixofficer@highlineschools.org](mailto:titleixofficer@highlineschools.org); Civil Rights Act: District Ombudsman, 206.631.3104, [civilrightscoordinator@highlineschools.org](mailto:civilrightscoordinator@highlineschools.org); Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, [504coordinator@highlineschools.org](mailto:504coordinator@highlineschools.org), Address: 15675 Ambaum Blvd. SW, Burien, WA 98166

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