

HIGHLINE PUBLIC SCHOOLS Job Description

JOB TITLE: CAREER AND TECHNICAL EDUCATION (CTE) TEACHER

GROUP: HEA

BASE CONTRACT DAYS PER FISCAL YEAR: 180

FLSA STATUS: Exempt

Plus additional days as provided by the HEA bargaining agreement

SUMMARY: The position of CTE Teacher will ensure that students master essential content and skills in the designated career/technical field and are prepared to make an informed choice about a career in those fields or apply their knowledge to a career in another field. This position is a career/technical educator who will develop and ensure a course that is aligned to current industry standards and uses academic common core standards, that helps students learn about a variety of careers, that collaborates with industry professionals for in-class and extended learning opportunities for students, and that fits with the school's programs of study in combined academic and technical pathways.

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.

- Design, develop, and facilitate semester- or year-long course(s) that prepare(s) students for advanced coursework, internships and other work related experiences in the career/technical field of study. Courses must include project-based learning, leadership opportunities for students, 21st century skills, and some common core academic standards.
- Maintain accurate computerized records of student progress.
- Organize and supervise field trips and experiences for students aligned to curriculum and career awareness.
- Work collaboratively and collegially with a team of teachers to incorporate common elements for students: standards-based instruction, grading practices and policies, an advisory class, family communication and collaboration in support of student success.
- Develop rapport with students as individuals in a professional manner.

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- Develop and implement effective classroom management and discipline policy that is congruent with district policies and workplace expectations.
- Keep current on educational research, trends, and practices related to serving at-risk students.
- Lead and/or participate in industry advisory board that reviews curriculum, develops projects, and integrates industry professionals into the course and provides mentorships, job-shadow opportunities, or internships for students.
- Commit to continuous technical and professional improvement through classes, workshops, seminars, and conference participation.
- Explore and possibly supervise after-school clubs aligned to the CTE program of study.
- Compile all data required for local and state report (CTE Standards).
- Promote integration of academic skills and specific CTE curriculum for relevant career preparation.
- Maintain a safe environment for students to succeed in their educational endeavors.
- Provide support and assistance to the building principal and staff.

Site-based Alternative Educational Programs

In order to promote the educational outcomes of a site-based alternative educational programs, one or more of the following duties and responsibilities for may be in addition to or in lieu of the duties and responsibilities of a CTE teacher.

- Facilitate internship searches, ensure each student has a mentorship, and monitor internships through site-visits, phone calls, and mentor meetings.
- Advocate for, and on behalf of, students and families.
- Lead extended overnight trips in the wilderness and at the Outdoor School.
- Coordinating partnership activities with external organizations.
- Participate in leadership training weekends, monthly retreats, and other meetings/trainings necessary for effective implementation of the program.

Other Functions

- Perform 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:

Valid Washington State CTE Certificate with appropriate endorsement(s) or be qualified to receive CTE certification prior to the expected start date of the position.

PREFERRED QUALIFICATIONS:

WA State teaching certificate with a secondary level endorsement

One year teaching experience

Non-teaching work experience in designated career/technical field

Experience working with high school age youth

CONDITION OF EMPLOYMENT:

Criminal background clearance

All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

KNOWLEDGE OF:

Essential Learning Standards based instruction.

Industry expectations for curriculum and equipment

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Current practices in designated career/technical field
School board policies and procedures

ABILITY TO:

Be involved in extra-curricular programs
Develop quality work-based learning opportunities for students
Communicate effectively verbally and in writing
Operate a variety of general office equipment including a microcomputer and related software
Maintain effective working relationships with individuals and groups in a multicultural and diverse community
Work collaboratively with school and central office administrators, parents, and community members
Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Building Administrator or designee

EVALUATION: The teacher will be evaluated by the principal or designee based on performance of duties and responsibilities.

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 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. The employee must deal with angry and upset students, parents, and community members. The employee must adjust to frequent interruptions in their work schedule.

*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, 2024.05.21
Housekeeping-no change to content, 2022.08.29
Revised Condition of Employment section, 2021.12.07
Consolidated by and updated Context and Mission by Human Resources, 2018.05.11
Created by Human Resources with input from Director Student Advancement, 2015.08.12

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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; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166