

Job Title: Lead Teacher, Rosen Family Bilingual Early Learning School at the Hearing, Speech and Deaf Center	Timeline: This is a 12-month, year-round position, beginning ASAP. Summer months include training, preparation and support for summer programming.
Department: Education	Prepared Date: February 2026
FLSA Status: Full-time, Exempt	Salary Range: \$60,000 - \$70,000 DOE

SUMMARY:

HSDC seeks passionate, reflective, collaborative, and inquisitive individuals dedicated to Deaf Education and Early Childhood Education. We are currently seeking full-time ASL-fluent teachers for our classrooms serving children birth to five years old.

HSDC'S COMMITMENT TO REPRESENTATION:

We actively seek to recruit, hire, promote, and retain a diverse workforce—one that welcomes and engages people from every background and models the achievements of adults in the Deaf community. We strive to reflect the diversity of the Seattle area, and for our families, staff and board to be equally diverse. We are committed to eliminating barriers to access and equity and see a diverse workforce as a key step toward this goal. We value our staff members, volunteers, and board members and their individual backgrounds, which further our ability to serve and learn from the diverse families that enrich our community. We invite you to join us on our journey.

THE IDEAL ROSEN FAMILY PRESCHOOL TEACHER:

- Values and practices our bilingual, constructivist, inquiry-based, positive-discipline approach to teaching and learning, inspired by the world-renowned schools of Reggio-Emilia, Italy.
- Employs an American Sign Language (ASL) & English bilingual approach in a community of children ages birth to six years, including young children who are deaf, hard of hearing, diversely abled and hearing ASL users.
- Engages in daily collaboration and reflection with families and staff; makes learning visible through documentation, publishing, and presenting to the community.
- Practices excellent interpersonal skills, strong organizational skills, cultural competency, a commitment to the rights of all learners, and the passion to realize the school's mission of transforming the field of Deaf Education.

ESSENTIAL RESPONSIBILITIES AND DUTIES

Our educators believe in striving for excellence in Early Childhood Bilingual Education. Teachers are seen as competent leaders in the school and are invited to participate in decision making, visioning, and the overall development of our school. Our teaching teams develop curriculum around the interests, inquiries, and identities of our children. Relationships are at the center of our community, and we seek individuals with the ability to partner with faculty, families, and HSDC colleagues to support the work of our school community.

• CURRICULUM DEVELOPMENT, STUDENT ASSESSMENT AND DOCUMENTATION (45%)

- Observe and document children's learning daily; maintain children's portfolios using our family communication app, Storypark; post child notes, learning stories and student plans for each child and update student plans weekly.
- Use daily observations of children to plan play-based learning experiences, (invitations and provocations), for children that build on their interests, inquiries, identities and competencies.

Develop and lead team to implement specially designed instruction, invitations and provocations to support student growth and address student goals.

- Complete all required reports and assessments according to the established timelines, including: IEP reports and triennial updates, Teaching Strategies Gold checkpoints, ASL assessments, ASQ screening, Health Screening and three Family Conferences per year. Our three reporting periods are Fall: November, Winter: February and Spring: June. See deadlines and dates detailed on our Education Calendar-at-a-Glance.
- Use your understanding of child development to prepare a setting and learning experiences that support children's growing independence and self-care. Update space and materials daily according to plans submitted and updated weekly. Post plans in classroom and keep a folder of all plans.
- Lead the teaching team in "Student Study" to discuss and reflect together on students' skills, needs, interests, inquiries, identities, goal progress, growth and competencies on a daily basis.
- **STUDENT AND CLASSROOM HEALTH, SAFETY AND SUPERVISION; EMERGENCY PREPAREDNESS; IMPLEMENTATION OF CURRICULUM (25%)**
 - Monitor the staff's implementation of daily play-based learning experiences for children
 - Supervise the preparation and maintenance of a clean, safe, well-organized, engaging and beautiful learning environment for children age birth to three in our American Sign Language and English Bilingual, Reggio-Emilia inspired program; submit weekly checklists to administrator
 - Supervise the implementation of all licensing requirements and assure compliance with regulations for health and safety including assuring compliance with teacher to student ratios; submit weekly and monthly logs to administrator
 - Act as a bilingual language model for students and families in accordance with our Language Policy
 - Engage students across a wide range of developmental needs in developmentally-appropriate play and conversation, scaffold language for student growth, share books and stories and support students to engage with each other in a positive, nurturing environment
 - Work with the teaching team to scaffold students' social-emotional growth using a positive discipline approach; Model emotional intelligence and self-regulation strategies and respond to the social and emotional needs of children
 - Observe our robust Health and Safety Plan, including wearing masks, maintaining cleaning protocols and distancing measures in accordance with local health department guidance
- **FAMILY SUPPORT, COMMUNITY DEVELOPMENT AND ENGAGEMENT AND OUTREACH (20%)**
 - Make learning visible for families by sharing documentation, photos and observations daily on Storypark
 - Schedule regular bi-monthly 30-minute "Virtual Home Visits" with families to discuss family needs and student competencies and share Learning Stories. Families should receive a minimum of 10 Learning Stories per year, per student. Virtual Home Visits are replaced three times a year by formal Family Conferences. Record notes on Virtual Home Visits in student plans on Storypark.
 - Connect families with community and HSDC resources.
 - Supervise and support the teaching team to communicate effectively and appropriately with families in line with HSDC values
 - Connect families with each other to build community
 - Serve as an ambassador for the school and agency.
 - Attend school functions and support the growth of the program

- **PROFESSIONAL DEVELOPMENT & REFLECTIVE PRACTICE; COLLABORATION, EQUITY AND COMMUNITY-BUILDING (10%)**
 - Attend staff meetings, trainings and school functions
 - Honor our language plan; model ASL and Cultural Competency
 - Work cooperatively and professionally with staff members and parents; Act as a team player, demonstrating flexibility, effective communication skills, patience and cooperation
 - Develop strong, respectful relationships with staff, teachers, families and students.
 - Participate in Mindful Reflective Practice, modeling collaboration, dialogue, risk taking, honesty, reflection and the pursuit of equity and justice

SUPERVISORY RESPONSIBILITIES: This position does not have supervisory responsibilities.

QUALIFICATIONS AND REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired.
- Complete the applicable preservice requirements, pursuant to [WAC 110-300-0105](#).
 - TB Test and [required trainings](#)
- Ability to pass required background checks
- Enrollment in [MERIT](#) and submission of Portable Background Check Application
- At start of contract we can guide you to obtain the [required trainings](#), and have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry (MERIT). These include: Bloodborne Pathogens, CPR/First Aid, Food Handling, Child Care Basics, Child Abuse & Neglect
- Be at least eighteen years old
- Have a high school diploma or equivalent

Skills and Experience. (Equivalencies will be considered.)

- Early Childhood Education experience, 2+ years preferred
- Childcare Experience, 1+ years preferred
- Native or near-native ASL expressive and receptive skills; ASLPI Level 4 or equivalent.
- Experience with the ASL-English bilingual approach and a willingness to support both languages
- Experience with and strong working knowledge of the Reggio Emilia approach and Emergent Curriculum
- Experience with and strong working knowledge of Positive Discipline approaches
- Experience as a teacher-researcher preferred.
- Demonstrated understanding of the developmental stages, needs, and interests of children ages birth to 5 years.
- Demonstrated understanding of the developmental stages, needs, and interests of deaf and hard of hearing children.
- Demonstrated understanding of the mission, philosophy, values and teaching principles of Rosen Family Preschool and HSDC
- The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information.
- Excellent writing skills.
- Aware of relevant legislation, policies and procedures to ensure that children are supervised and safe at all times, especially related to IDEA/ADA

Values and Personal Attributes

- Respect for and engagement with Deaf culture
- Joy in working with children and families

- Attentive to the many ways that children make meaning of the world.
- Ability to engage with children, families, and groups of all sizes.
- Able to build esteem while ensuring a safe and secure environment
- Keen interest and curiosity about the nature of learning and teaching
- Commitment to social justice and educational equity
- Prioritizing families as crucial partners in the life of the school.
- Embracing reflection as a tool for growth and learning; ability to learn from mistakes.
- Exhibiting a sound work ethic and dedication to confidentiality and discretion
- Respectful, flexible, consistent, fair, compassionate and understanding

Physical Demands and Work Environment: The physical demands and work environment described below represent the activities and surroundings of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Standing and sitting in classrooms designed for young children with a moderate noise level
- Coping with the demands and needs of small children
- Moving quickly during evacuations or emergency situations.
- Playing outside every day with children in all weather conditions.
- Lifting, up to 40 pounds.
- Physical agility to bend, stoop, walk, reach overhead, push, pull, squat, kneel, crawl, twist and turn.

Information on employee benefits can be found on HSDC's [Jobs](#) page.

To Apply for this Position

Submit the following to Jobs@hsdc.org

- Completed Job application (<https://hsdc.org/wp-content/uploads/2020/06/HSDC-Education-Job-Application-FY20.pdf>)
- A 3-minute video clip in ASL introducing yourself, your background, and any other information you wish to share about yourself.
- Cover letter
- Resume

In your cover letter or in your video clip, answer the following question: "Our agency is actively engaged in dismantling racism and ableism. What do you see as your role in this work?"

We will follow up with select candidates to schedule an interview.

Please note - to have your candidacy reviewed and be considered for this position:

- 1) All requested information must be submitted (resume, cover letter, application, video clip)
- 2) A MERIT background check through the Washington State Department of Children Youth and Families must be completed successfully: <https://apps.dcyf.wa.gov/merit>

HSDC is an Equal Opportunity Employer