LIFT

Leadership Initiative For Teachers

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2014–2015

Photos by Andrea Leoncavallo and Video Action

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Letter from the Chancellor

Dear DCPS Teachers,

Every child deserves a great teacher. That is why we have staked our reputation on building the strongest teaching force in the country. It is also why I believe the **Leadership Initiative for Teachers**, or **LIFT**, is so important. LIFT is DCPS's groundbreaking teacher career ladder, which provides you with opportunities for growth, leadership, and recognition.

At DCPS, we demand excellence from you, and we work hard to honor and recognize you as the professionals you are. LIFT takes that one step further, making career advancement – without leaving the classroom – a reality.

We are now beginning LIFT's third year. Some of you will be entering the "Expert" stage, the highest level of the LIFT career ladder. Over multiple years, you have demonstrated truly outstanding performance. Let me take this opportunity to recognize and thank you for your service to the students of DCPS. Your hard work, passion, and excellence are an inspiration to us all.

I believe we have the greatest teaching force in the nation. I am incredibly fortunate to have you as partners in this work, and am convinced that together we can help all students in all neighborhoods of our city receive the education they deserve.

We are DCPS – and we can do this!

Sincerely,

Kaya Henderson
Chancellor, DC Public Schools

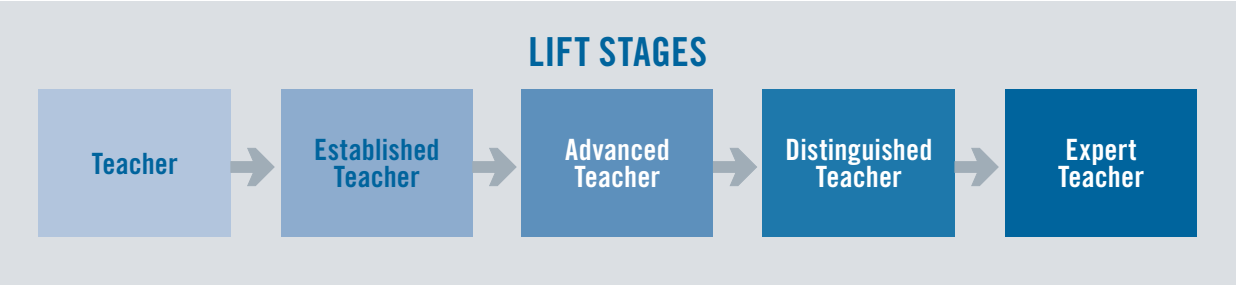
Beverlié Lord/Satsun Photogaphy

Introduction to LIFT

Traditionally, many teachers have found that the only way to advance in their careers is to leave the classroom. The Leadership Initiative for Teachers (LIFT) changes that.

LIFT is a five-stage career ladder that provides high-performing teachers with opportunities for advancement inside the classroom, as well as additional responsibility and increased recognition and compensation.

At its core, LIFT is about honoring teachers as professionals, and making DCPS a place where teachers at any point in their careers can continue to learn and grow in an environment where they are respected and appreciated.



LIFT Goals

Retain Top Performers

As teachers advance up the LIFT ladder, they will become eligible for additional career and leadership opportunities that will not require them to stop teaching. In this way, LIFT allows teachers to plan a long and rewarding career in DCPS, filled with new challenges and opportunities for growth.

Reward Experience

LIFT highlights the achievements of successful teachers who have demonstrated a long-term commitment to DCPS. The highest stage of the LIFT ladder is reserved for teachers who have dedicated many years to the district.

Broaden Recognition

LIFT honors and rewards not only Highly Effective teachers, but also those who have earned Effective ratings. For the first time, these educators will be recognized for their performance, becoming eligible for additional compensation and reduced IMPACT observations.

Increase Career Stability

In most cases, a teacher's LIFT stage will not change on a yearly basis. Furthermore, once teachers reach a particular stage, they cannot move backwards on the ladder — they may only advance further. These aspects of LIFT bring an important level of stability to a teacher's career in DCPS.

Support for LIFT

Hundreds of teachers, school leaders, central office staff members, and other DCPS educators contributed to the development of LIFT during numerous focus groups and task force meetings held during the 2011–2012 school year. Over the course of the 2012–2013 school year, LIFT Ambassadors in each school introduced the career ladder to their colleagues and gathered feedback through focus groups and surveys. LIFT Ambassadors and their colleagues were instrumental in recommending improvements to LIFT, and we are deeply grateful for their input.

Numerous external sources were also consulted during the design process, including:

- Alliance for Excellent Education: *What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover*
- Achievement First: *Teacher Career Pathway*
- Aspire Public Schools: *The College Ready Promise – Aspire Teacher Guidebook*
- Department of Education: *RESPECT Project (Recognizing Educational Success, Professional Excellence and Collaborative Teaching)*
- National Education Association: *Three-Point Plan for Education Reform* and *Commission on Effective Teachers and Teaching*
- Susan Moore Johnson and the Harvard Graduate School of Education Project on the Next Generation of Teachers: *Who Stays in Teaching and Why*
- TAP: *The System for Teacher and Student Advancement*
- Teach Plus: *Building a Teaching Profession that Recognizes Excellence: Reimagining the Step-and-Lane Pay Scale*
- TNTP: *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*
- YES Prep: *Continuum*

National Support for Teacher Career Ladders

THE PRESIDENT OF THE UNITED STATES

"We need a different career continuum, one that places teaching at the top, [and] creates a career progression that supports teachers as they become increasingly expert… As teachers gain expertise, they should have the opportunity to move into leadership roles associated with their knowledge and skills. In addition to the tremendous benefits for beginning teachers, for example, mentoring programs also offer career advancement opportunities for teachers."

— Barack Obama, President of the United States

THE U.S. DEPARTMENT OF EDUCATION

"Our goal is to support teachers in rebuilding their profession — and to elevate the teacher voice in shaping federal, state, and local education policy. Our larger goal is to make teaching not only America's most important profession — [but also] America's most respected profession."

— Arne Duncan, U.S. Secretary of Education

THE NATIONAL EDUCATION ASSOCIATION

"Currently our education system acts as if a teacher is a teacher is a teacher. But teachers are not all the same; they have different interests, knowledge, skills, weaknesses, and strengths. They need more than a one-size-fits-all career."

— Dennis Van Roekel, NEA President

Who's Here Today?

LIFT Stages: Overview

Teacher

Some teachers at this stage have prior experience in DCPS, while others are new to the teaching profession and have just successfully completed DCPS's rigorous and competitive selection process. Whether new or returning, all teachers at this stage are committed to leading their students to ambitious achievement and to continuing to refine their instructional practices.

Established Teacher

These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Established Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools or for the district.

Advanced Teacher

Teachers at this stage have been among the district's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools or for the district.

Distinguished Teacher

Teachers at this stage are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills.

Expert Teacher

Teachers at this stage are masters of their craft, honed in DCPS classrooms over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding even the most ambitious achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by mentoring less-experienced colleagues.

LIFT Opportunities and Benefits at a Glance

As teachers advance up the LIFT ladder, they will become eligible for an increasing number of opportunities and benefits, including reduced IMPACT observations, additional compensation, and a variety of leadership opportunities.

	TEACHER	ESTABLISHED TEACHER
IMPACT Observations	Four formal observations and one informal* observation each year.	Four formal observations and one informal* observation each year.
Compensation	Normal compensation	Normal compensation
Sample Leadership Opportunities‡	**Positions:** Chancellor's Teachers' Cabinet, Teaching Audition Host Teacher, Wilson Reading System **School Point of Contact Positions:** ACCESS Chair, Burst, Read 180, Scholastic Reading Inventory **Fellowships and Grants:** DonorsChoose.org, Fund for Teachers, Hope Street Group National Teacher Fellowship	*Established Teachers are eligible for all opportunities at the Teacher stage, as well as the following opportunities:* **Positions:** Common Core Math Corps, Common Core Reading Corps, Curriculum Writer, Early Childhood Grade Level Chair, Teacher Selection Ambassador, Teaching in Action Consulting Teacher, STEM Master Teacher **Fellowships and Grants:** America Achieves Education Champions Fellowship, Teach Plus Policy Fellowship, Teachers Central to Leadership Fellowship, Teachers for Global Classrooms Grant **School Leadership Opportunities:** Mary Jane Patterson Fellowship, Teach Plus T3

For more information about these and other leadership opportunities, please refer to the *Leadership Opportunities Catalog* section that begins on page 30 of this guidebook.

* *Informal observations will not count toward final IMPACT ratings.*

† *Only teachers in high-poverty schools will be eligible for additional compensation in the form of base salary increases. More than 75% of DCPS teachers work in high-poverty schools and will be eligible for this additional compensation. Teachers in all schools will still be eligible for annual bonuses.*

‡ *Opportunities that are available through partner organizations may have eligibility criteria that are distinct from what is presented above. However, DCPS will refer to LIFT stages when determining which teachers to nominate for external grants or other opportunities that require a school district recommendation.*

ADVANCED TEACHER	DISTINGUISHED TEACHER	EXPERT TEACHER
At least three formal observations and one informal* observation each year. Teachers with a 3.0 average after two observations will not receive a second Master Educator observation, unless requested by the teachers.	At least two formal observations each year. Teachers with a 3.0 average after two observations will not receive a second administrator observation or second Master Educator observation, unless requested by the teachers.	At least one formal administrator observation each year. Teachers with a score of at least 3.0 on their first observation will not receive a second administrator observation or Master Educator observation, unless requested by the teachers.
Teachers in high-poverty† schools are eligible for a two-year service credit.	Teachers in high-poverty† schools are eligible for a five-year service credit and will move to the master's degree salary band, if applicable.	Teachers in high-poverty† schools are eligible for a five-year service credit and will move to the PhD salary band, if applicable.

Advanced, Distinguished, and Expert Teachers are eligible for all opportunities at the Teacher and Established Teacher stages, as well as the following opportunities:

Positions: Assistant Principal, Early Childhood Education Instructional Specialist, Instructional Coach, Master Educator, Principal

Fellowships and Grants: Fulbright-Hays Seminars Abroad, Math for America Master Teacher Fellowship, U.S. Department of Education Teaching Ambassador Fellowship

For more information about compensation, please refer to the *Compensation* section that begins on page 14 of this guidebook.

For more information about the opportunities and benefits at each stage, please refer to the following pages:

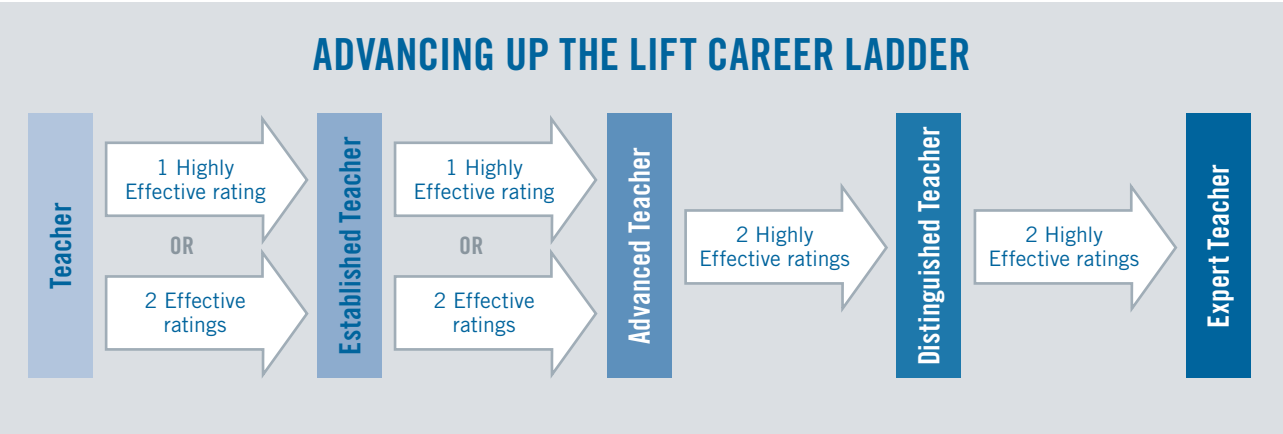
- Teacher stage, page 21
- Established Teacher stage, page 23
- Advanced Teacher stage, page 25
- Distinguished Teacher stage, page 27
- Expert Teacher stage, page 29

Advancing up the LIFT Ladder

Your advancement up the LIFT ladder is determined by your annual IMPACT rating. Once you've entered a particular stage, you will remain there until you earn the requisite Effective and/or Highly Effective ratings to progress to the next stage. You cannot move backwards along the ladder; you can only advance.

Please note that Developing and Minimally Effective ratings do not contribute to your advancement up the ladder.

Criteria to Advance up the LIFT Ladder



Note: As of 2012-2013, an Effective IMPACT rating is a score between 300 and 349. A Highly Effective IMPACT rating is a score between 350 and 400.

- Individuals at the Teacher stage who earn two consecutive Effective ratings or one Highly Effective rating will advance to the Established Teacher stage.
- Established Teachers who earn two consecutive Effective ratings or one Highly Effective rating will advance to the Advanced Teacher stage.
- Advanced Teachers who earn two consecutive Highly Effective ratings will advance to the Distinguished Teacher stage.
- Distinguished Teachers who earn two consecutive Highly Effective ratings will advance to the Expert Teacher stage.

Do I need to earn these ratings consecutively in order to advance up the LIFT ladder?

Yes. In cases in which two ratings are required to advance to the next LIFT stage, those ratings must be earned in two consecutive years.

For example, a teacher at the Established Teacher stage will either need to earn one Highly Effective rating or two Effective ratings *in a row* in order to advance to the Advanced Teacher stage. Similarly, teachers at the Advanced and Distinguished Teacher stages need to earn two Highly Effective ratings in a row to advance on the LIFT ladder.

Why do teachers need to earn Highly Effective ratings to reach the Distinguished and Expert Teacher stages?

Teachers who reach the Distinguished and Expert Teacher stages are eligible for significant benefits, including reduced IMPACT observations and considerable base salary increases for those teachers working in high-poverty schools. Therefore, these stages are reserved for the highest-performing teachers in the district.

Teachers who consistently earn Effective ratings also deserve meaningful recognition for their performance and experience. With LIFT, a teacher who earns four years of Effective ratings will move into the Advanced Teacher stage and become eligible for reduced IMPACT observations, a base salary increase, and a wide array of leadership opportunities.

What happens to my LIFT stage if I move from a DCPS classroom to another leadership role (e.g., an Instructional Coach or Assistant Principal position), and then return to a teaching role in the future?

Your LIFT stage would be the stage you earned based on your IMPACT rating from your final year teaching in the classroom.

For instance, imagine that you are at the Advanced Teacher stage and you earn Highly Effective ratings in 2013–2014 and 2014–2015, qualifying you to move to the Distinguished Teacher stage for the 2015–2016 school year. However, you decide instead to serve as an Instructional Coach for the 2015–2016 school year. If you decide to return to the classroom in the future, you would return at the Distinguished Teacher stage.

Your Starting LIFT Stage

Teachers New to DCPS

Teachers who are new to DCPS (and current DCPS staff members who have moved into teaching positions after serving DCPS in other roles) will be placed according to their years of teaching experience:

- 0–1 years of experience: Teacher stage
- 2+ years of experience: Established Teacher stage
- Capital Commitment Fellows: Advanced Teacher stage

Example

Let's look at an example. Consider a teacher with four years of teaching experience in a neighboring school district who joins DCPS at the start of the 2014–2015 school year. Because he has two or more years of experience teaching outside of DCPS, he will be placed at the **Established Teacher** stage at the start of the 2014–2015 school year.

Why do experienced teachers enter DCPS at the Established Teacher stage?

Experienced teachers who are joining DCPS from other districts will be placed in the Established Teacher stage. This placement both recognizes these teachers' prior experience and provides them with an opportunity to demonstrate their effectiveness in DCPS through a full set of IMPACT observations. However, like all Established Teachers, after one year of Highly Effective performance (or two consecutive years of Effective performance), these experienced teachers will progress to the Advanced Teacher stage, where they will be eligible for reduced IMPACT observations and other benefits.

Why are Capital Commitment Fellows placed at the Advanced Teacher stage?

The Capital Commitment Fellowship is a selective cohort of experienced educators who are new to DCPS and who are motivated to work to close the achievement gap by continuing their teaching career in a high-needs classroom. Capital Commitment Fellows are individuals who have a track record of success with students and will become teacher leaders in DCPS, and therefore are placed at a higher LIFT level than other incoming teachers.

Teachers Returning to DCPS

All teachers were placed at a LIFT level at the start of the 2012–2013 school year according to their prior IMPACT ratings. Teachers who earned an Effective or Highly Effective rating at the end of the 2012–2013 school year made progress toward the next LIFT level, according to the advancement rules outlined on page 10. Returning teachers can view their current LIFT level in mid-September by visiting the IMPACT database at http://impactdcps.dc.gov.

If I have not taught in DCPS since before the 2012-2013 school year, what is my LIFT level?

You will be placed at a LIFT level according to the IMPACT ratings you have earned in the past as a teacher.

- **Established Teacher**: Two years of IMPACT ratings at or above 250 **OR** one IMPACT rating at or above 350
- **Advanced Teacher**: Three years of IMPACT ratings at or above 300
- **Distinguished Teacher**: IMPACT ratings at or above 350 for the 2010–2011 and 2011–2012 school years **OR** two years of IMPACT ratings at or above 350 and one other score at or above 300

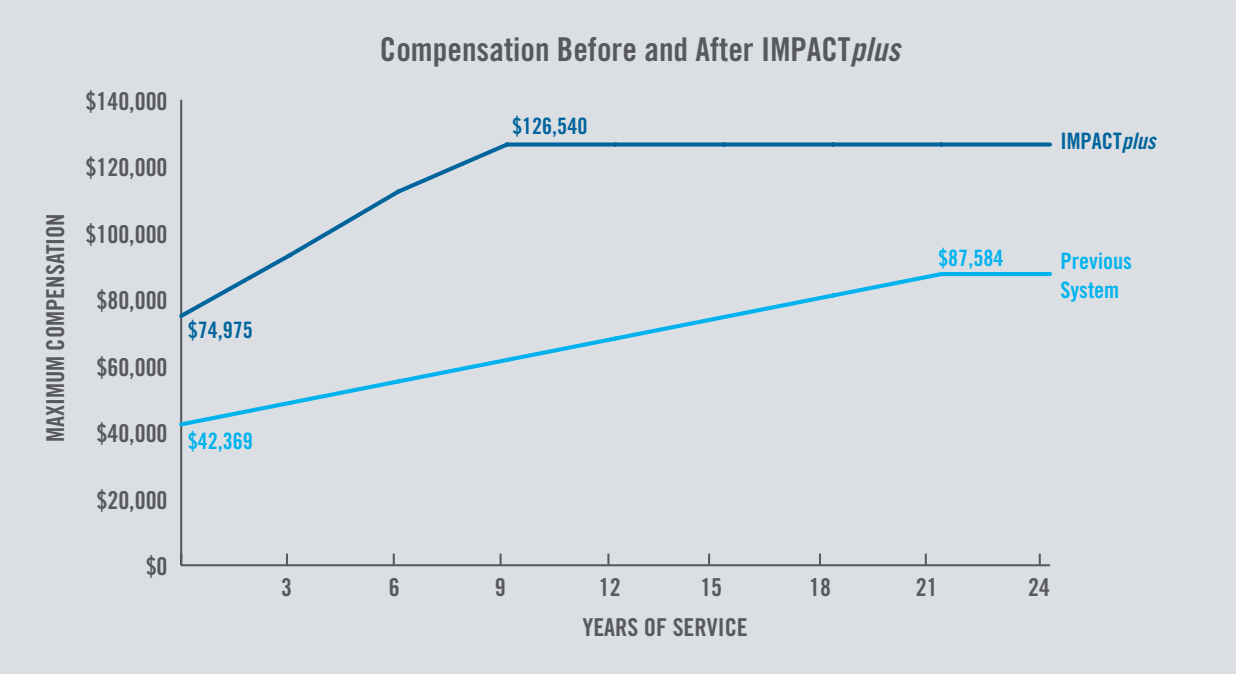
You can learn more about your LIFT level and how it was determined by emailing LIFT.DCPS@dc.gov or by calling the IMPACT/LIFT helpline at 202-719-6553.

Compensation: LIFT and IMPACT*plus*

We believe that teaching is the most important job in the world.

And while we recognize that teachers do not enter the field of education for monetary reasons, we think that they deserve to be compensated as true professionals.

This is why DCPS collaborated with the Washington Teachers' Union to develop IMPACT*plus,* a groundbreaking performance-based pay system that was introduced during the 2009–2010 school year. Through IMPACT*plus,* outstanding DCPS educators are now being paid what they deserve. In fact, thanks to annual bonuses of up to $20,000 and base salary increases of up to $27,000, some educators have seen their compensation more than double.



Just as in years past, all Highly Effective teachers will be eligible for annual bonuses. However, through LIFT, we have expanded the base salary component of IMPACT*plus* to reward more teachers in new ways.

- Teachers who earn consistent **Effective** ratings at high-poverty schools are eligible for **base salary increases of up to $9,000** at the Advanced Teacher stage.
- **Base salary increases are tied to LIFT stages** with increases at the Advanced, Distinguished, and Expert Teacher stages for teachers in high-poverty schools.

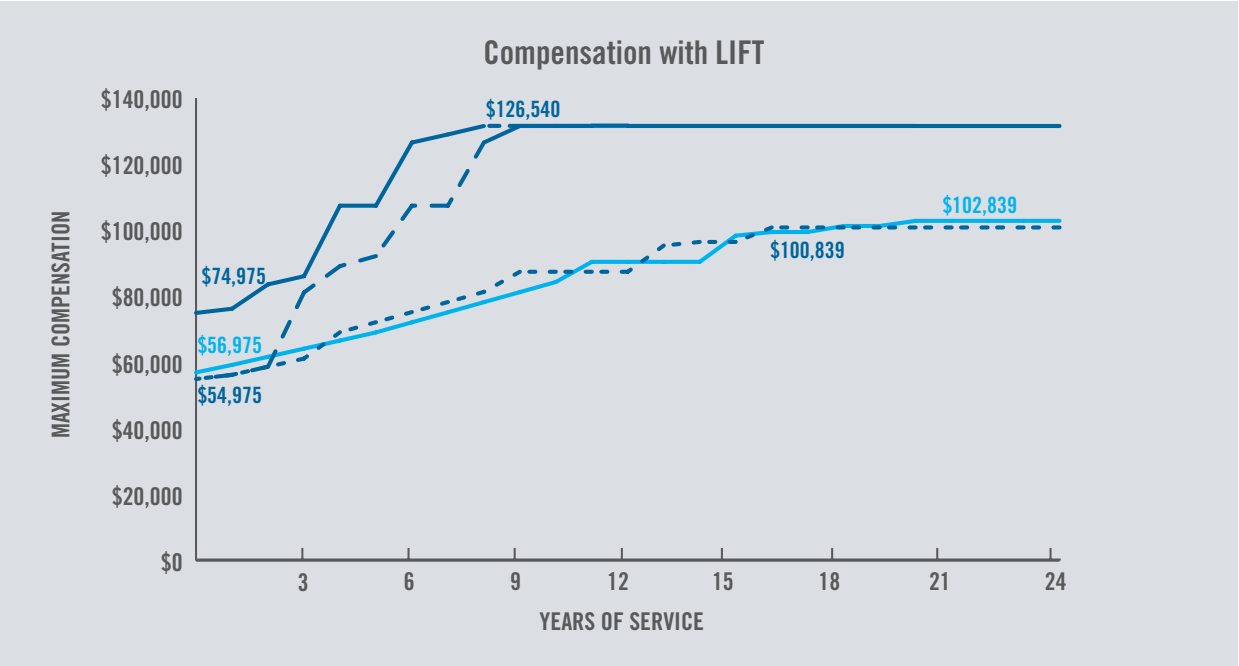
We know that teachers are driven by the difference that they make in their students' lives — not by annual bonuses or impressive salaries. But we hope that these changes not only demonstrate just how much DCPS teachers are valued, but also help us to continue attracting and retaining the outstanding teachers that our students deserve.

How will my compensation increase over time through LIFT?

All Effective and Highly Effective teachers will continue to earn the annual step increases outlined in the Washington Teachers' Union contract. However, at the Advanced, Distinguished, and Expert Teacher stages, teachers in high-poverty schools will earn significantly larger base salary increases.

The graph below represents compensation over time for four hypothetical teachers with master's degrees:

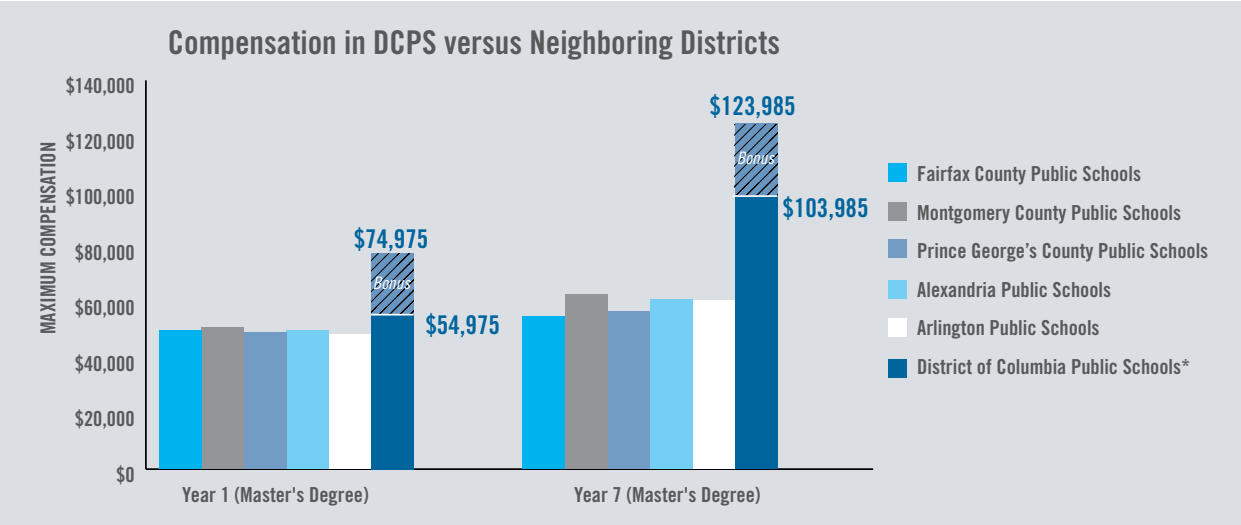
- **Teacher 1:** A teacher who consistently earns Highly Effective ratings at a high-poverty school*
- **Teacher 2:** A teacher who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school*
- **Teacher 3:** A teacher who consistently earns Effective ratings at a high-poverty school
- **Teacher 4:** A teacher who consistently earns Highly Effective ratings at a low-poverty school

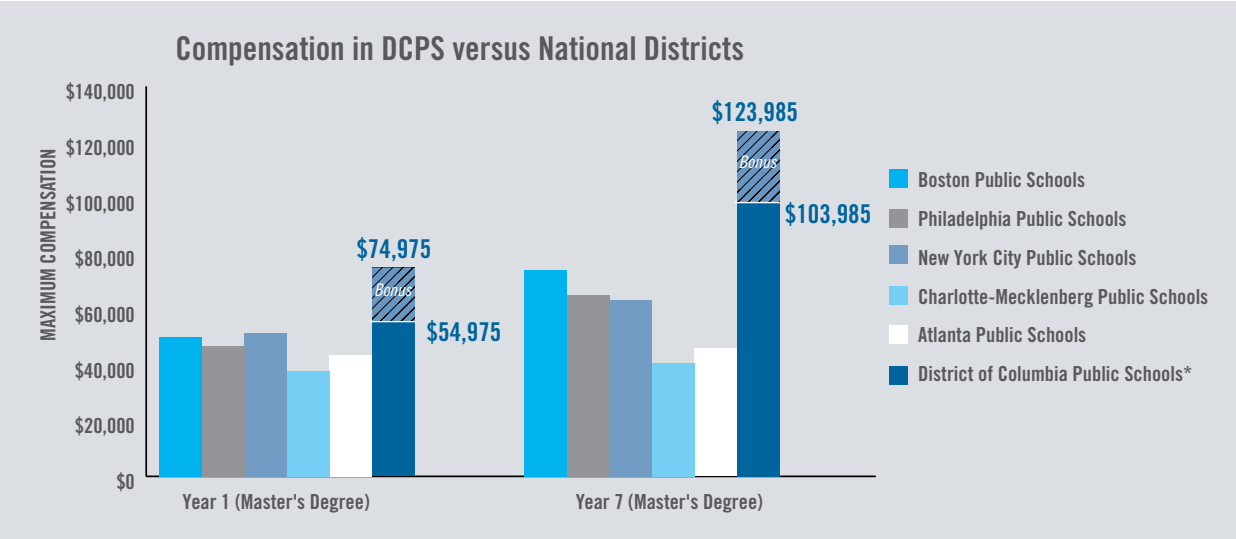


** Note: In these two cases, the compensation figures above assume that the teacher earns the maximum annual bonus amount of $20,000 because she or he earns a Highly Effective IMPACT rating and works in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in one of the 40 lowest-performing schools, they will be eligible for a bonus of $10,000.* *See page 17 for more information about IMPACTplus bonuses.*

How are DCPS teachers compensated compared to teachers in other districts?

Outstanding DCPS teachers are compensated at unprecedented levels. As shown in the following figures, DCPS teachers earn significantly more than teachers in other districts in the D.C. metro area, as well as teachers in similar urban school districts across the country. In fact, teachers' salaries in DCPS exceed those in other districts even without including the annual bonuses and base salary increases that are available to high performers.





** Note: The compensation figures for DCPS reflect the maximum salaries for Highly Effective teachers who earn the maximum bonus amount of $20,000 because they work in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in one of the 40 lowest-performing schools, they will be eligible for a bonus of $10,000. See page 17 for more information about IMPACTplus bonuses.*

More Information about IMPACT*plus*

How does IMPACT*plus* work?

As mentioned on the previous pages, for teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

With a Highly Effective rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High	$10,000	Additional $10,000	$20,000
	Low	$2,000	n/a	$2,000

How do I know what my school's free and reduced-price lunch status is?

Each school's status is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do teachers in schools with high free and reduced-price lunch statuses receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding teachers. This is why we are offering higher bonuses to the teachers who serve in these schools.

In the past, teachers in Group 1 have received an additional add-on to their IMPACTplus bonuses. Will this be the case for the 2014-2015 school year?

No. Due to the transition in assessments from the DC CAS to the PARCC test and the fact that IVA will not be included as a component in final IMPACT scores for the 2014-2015 school year, there will not be an additional Group 1 bonus add-on this year.

Why do teachers who work in the 40 lowest-performing schools receive a special add-on?

One of the goals outlined in DCPS's five-year strategic plan, *A Capital Commitment,* is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We feel it is appropriate to recognize the most effective teachers in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 lowest-performing schools?

If you are not sure, please ask your administrator. You may also contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

Upon entering the Advanced, Distinguished, and Expert Teacher stages, teachers in high-poverty schools will be eligible for an increase in their base salary in the form of a service credit, meaning that they will be paid as if they had additional years in the system. The number of service credits offered depends on a teacher's LIFT stage and education level, as indicated in the chart below.

YOUR SCHOOL'S POVERTY LEVEL	YOUR LIFT STAGE	YOUR SERVICE CREDIT
High	Advanced	2 Years
	Distinguished	5 Years*
	Expert	5 Years*

** In addition to the five-year service credit, teachers at the Distinguished Teacher stage will move to the master's degree salary band if not already there, and teachers at the Expert Teacher stage will move to the PhD salary band if not already there.*

Why are base salary increases only available to teachers at high-poverty schools?

More than 75 percent of DCPS teachers work in high-poverty schools and may be eligible for base salary increases through LIFT. Furthermore, one of the goals of LIFT and IMPACT*plus* is to help our highest-poverty schools attract and retain excellent teachers. These schools serve large populations of students who need extra support and who face additional challenges outside of the classroom; teachers who are successful in accelerating these students' achievement deserve the greatest compensation.

Teachers in all schools will be eligible for the leadership opportunities and reduced IMPACT observations available through LIFT, and Highly Effective teachers in all schools will be eligible for annual bonuses.

For how many years do I need to teach in a high-poverty school in order to qualify for the base salary increase?

You must be teaching in a high-poverty school during the year in which you qualify for a service credit and during the following school year.

For example, imagine that you are at the Established Teacher stage during the 2014–2015 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2015–2016 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in both the 2014–2015 and 2015–2016 school years must be high-poverty.

Teacher Profiles

Meet Charles Smith-DeVille

Charles is currently in his first year as a teacher at Savoy Elementary through Teach For America. Charles came to work for DCPS in 2013 as a Staffing Coordinator in the Office of Human Capital, after working for the Los Angeles Unified School District. As a member of the Strategic Staffing team, Charles supported school-based and Central Office hiring.

What Charles says: *"LIFT provides me the apparatus to improve my leadership skills, while also developing my instructional tools as a first year teacher. This is an exciting opportunity to receive additional mentoring and resources to excel in the classroom."*

Meet Ta-Sha Watkins

As a recent graduate of University of Maryland – Eastern Shore, Ta-Sha is excited to begin her first year teaching in DCPS. She is a product of D.C. Public Schools and is ready to help impact the community she grew up in. This year, Ta-Sha will begin teaching 7th grade Social Studies at Hart Middle School.

What Ta-Sha says: *"I attended schools in DCPS, so having the opportunity to teach here is going to be like a homecoming. I know how great D.C. students are because I was one myself. I'm choosing to work in DCPS to help unlock the potential in these students and show them that they have purpose."*

LIFT Stages: In-Depth View

The following section outlines the opportunities and benefits that are aligned with each LIFT stage and explains how you advance from one stage to the next. You will also find information about IMPACT observations at each stage, examples of available leadership opportunities, information about additional compensation at certain stages, and profiles of current and former DCPS teachers.

Teacher Stage

Some teachers at this stage have prior experience in DCPS, while others are new to the teaching profession and have just successfully completed DCPS's rigorous and competitive selection process. Whether new or returning, all teachers at this stage are committed to leading their students to ambitious achievement and to continuing to refine their instructional practices.

IMPACT Observations

Teachers at the Teacher stage will receive **five observations.** Four will be **formal** observations: two by an administrator and two by a Master Educator. During Cycle 1, these teachers will also receive one **informal*** administrator observation.

Please note that during Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by **December 18**, and a formal Master Educator observation will take place between **January 5** and **February 19**.

** Informal observations will not count toward final IMPACT ratings.*

For more information about IMPACT for teachers at this stage, please refer to the IMPACT guidebook.

Leadership Opportunities

Teachers at this stage are eligible for a variety of leadership opportunities, including:

- Chancellor's Teachers' Cabinet
- Social Media Ambassador
- Fund for Teachers

For descriptions of all of the opportunities available to educators at the Teacher stage, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

Advancing to the Next Stage

A teacher will advance from the Teacher stage to the Established Teacher stage once she or he has earned two consecutive Effective ratings or one Highly Effective rating while at the Teacher stage.

Established Teacher Profiles

Meet Alina Kaye

Alina came to Seaton Elementary in 2011, through DC Teaching Fellows. For Alina, being on the **Chancellor's Teachers' Cabinet** was a unique opportunity to collaborate with teachers who are equally dedicated to their students' success. She enjoyed sharing and hearing honest perspectives from teachers of all ages, specialties, and grade levels. Their conversations with the Chancellor helped identify issues within the district while engaging in forward thinking to develop possible solutions. This experience motivated Alina to continue to be involved in DCPS leadership opportunities.

What Alina says: *"I choose to work for DCPS because I know it to be a unique and diverse community of learners and educators that are highly motivated and full of amazing potential. I am thrilled to be part of DCPS, and its movement toward being a model public school system for the nation."*

Meet Patricia Odom

Patricia previously worked in the School District of Philadelphia and the Mississippi public school system, but was excited to join DCPS in 2011 because of its innovative practices around increasing student achievement. She is currently in her fourth year of teaching at Kelly Miller Middle School, where she serves as a **Teach Plus T3 Teacher Lead** and Positive Behavior Support chairperson. Patricia is proud to have participated in the **Chancellor's Teachers' Cabinet**, where she provided insight regarding initiatives to improve teacher retention and enhance professional development.

What Patricia says: *"Teacher leadership is important when working to establish sustainable change because it allows administrators to have a broader reach and increases teacher investment in the process of change. When teacher leaders work together with administrators to identify instructional goals and learning targets, there are opportunity for real-time feedback, and students are immediately impacted."*

Established Teacher Stage

Teacher → **Established Teacher** → Advanced Teacher → Distinguished Teacher → Expert Teacher

These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Established Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools or for the district.

IMPACT Observations

Teachers at the Established Teacher stage will receive **five observations.** Four will be **formal** observations: two by an administrator and two by a Master Educator. During Cycle 2, these teachers will also receive an **informal*** administrator observation.

Please note that Established Teachers in their first year in DCPS will be observed according to the schedule for the Teacher stage so that they have the opportunity to receive an informal observation before any formal observations.

** Informal observations will not count toward final IMPACT ratings.*

For more information about IMPACT for teachers at this stage, please refer to the IMPACT guidebook.

Leadership Opportunities

Teachers at this stage are eligible for a variety of leadership opportunities, including:

- Teachers Central to Leadership Fellowship
- Common Core Reading Corps
- Teacher Selection Ambassador

For descriptions of all of the opportunities available to Established Teachers, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

Advancing to the Next Stage

A teacher will advance from the Established Teacher stage to the Advanced Teacher stage once she or he has earned two consecutive Effective ratings or one Highly Effective rating as an Established Teacher.

Advanced Teacher Profiles

Meet Ryan Lam

Ryan was drawn to DCPS's approach to education reform, and started teaching at Seaton Elementary in 2010. This year, Ryan assumed the role of data coach through the **Teacher Leadership Innovation** pilot. In this role, he will analyze school-wide data, coach teachers in effective use of data, lead PLC's, and model data-driven instruction to teachers. As the lead teacher for Seaton's partnership with the **Flamboyan Foundation**, Ryan trains teachers in family engagement best practices, relays important information to the school staff, and serves as a voice for the school staff to the foundation.

What Ryan says: *"Teacher leadership is critical because it empowers teachers to take charge in creating lasting change that has a direct impact on student achievement for many years to come. Teacher leaders work as the 'front runners' to bridge the gap between administration and teachers, empowering teachers to have a voice in building strong self-efficacy within the school building."*

Meet Carol Brady

Upon completing Teach For America and working in Austin Public Schools, Carol joined Garrison Elementary in 2013 through the **Capital Commitment Fellowship**. Being a **Teacher Selection Ambassador** allowed her to meet other educators who were interested in teacher selection and create a group of colleagues outside of her school. Carol also learned extensively about the IMPACT system, as well as the Teaching and Learning Framework. This year, she is looking forward to participating in **Leading Educators** and the **Teacher Leadership Innovation** pilot.

What Carol says: *"I choose to work for DCPS because I believe in the urban community and youth of D.C. We have the power to rise up and educate ourselves beyond our wildest dreams. Being an early childhood educator in the district means I get to teach rigorous academics in a developmentally appropriate way. I love working for a district that knows what their students need."*

Advanced Teacher Stage

Teacher → Established Teacher → **Advanced Teacher** → Distinguished Teacher → Expert Teacher

Teachers at this stage have been among the district's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools or for the district.

IMPACT Observations

Teachers at the Advanced Teacher stage will receive **at least three formal observations.** Two of these observations will take place by **December 18:** one by an administrator and one by a Master Educator.

If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second Master Educator observation, unless requested by the teacher. After Cycle 1 ends, you may log into the IMPACT database (http://impactdcps.dc.gov) to indicate that you would like to receive your remaining observation.

All teachers at this stage will also receive an **informal*** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

** Informal observations will not count toward final IMPACT ratings.*

For more information about IMPACT for teachers at this stage, please refer to the IMPACT guidebook.

Compensation

Upon entering the Advanced Teacher Stage, teachers in high-poverty schools will be eligible for an increase in their base salaries in the form of a service credit. Advanced Teachers will be granted a two-year service credit, meaning that they will be paid as if they had two additional years in the system.

For example, let's imagine that it is the end of the 2014–2015 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2015–2016 school year — your fifth year of teaching — we would actually pay you as if you were in your *seventh* year (5 years + 2 year service credit). In this case, your salary would increase from $61,158 to $69,132 — a base salary increase of nearly $8,000.

Example

DCPS Teacher Salary Scale

	STEP 4	STEP 7
BACHELORS	$54,725	$61,068
BACHELORS + 15	$57,147	$63,496
BACHELORS + 30/MASTERS	$61,158	$69,132
MASTERS + 30	$63,611	$71,581
MASTERS + 60/PHD	$66,078	$74,045

Salary in fifth year of teaching

Leadership Opportunities

Teachers at this stage are eligible for all DCPS leadership opportunities, including:

- Principal and Assistant Principal
- Instructional Coach
- Master Educator
- Fulbright-Hays Seminars Abroad

For descriptions of these opportunities, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

Advancing to the Next Stage

A teacher will advance from the Advanced Teacher stage to the Distinguished Teacher stage once she or he has earned two consecutive Highly Effective ratings as an Advanced Teacher.

Distinguished Teacher Profiles

Meet Vanessa Ford

Vanessa joined Maury Elementary in 2011 as STEM Coordinator and Think Tank Teacher. As a **Teaching in Action Consulting Teacher**, she connects with teachers from all over the city, which allows her to share her own strategies while hearing about the great things happening in other classrooms. She has also co-led professional development about inquiry-based learning and learning through games, serves on the OSSE Science State Leadership Team and the OSSE Science Educator Leader Cadre, and hosts an annual STEM Expo at Maury featuring over 25 STEM organizations.

What Vanessa says: *"Teachers are innovative, creative, and talented professionals. Given the opportunity to lead, they broaden their impact dramatically. Teachers also thrive when we feel we have a voice in decisions around what we do each day. Teacher leadership provides us that voice, inspiring us to work even harder."*

Meet Frank Medley

Frank came to Whittier Education Campus in 2010, where he is the middle school teacher lead and data lead. Frank served as a **Teacher Selection Ambassador**, where he recommended the most highly qualified teachers for students in DCPS. Frank also finished his first year as a **Leading Educators Fellow**, which afforded him the opportunity to observe other high-performing school districts, and bring a wealth of knowledge back to his school. Through this fellowship, he is working on an Impact Initiative Project, with a focus on student achievement.

What Frank says: *"Teacher leadership is so important, because it directly affects student achievement and pushes others to their optimal abilities. As a teacher leader, I constantly search for opportunities to extend my influence and serve my students beyond the four corners of my classroom."*

Distinguished Teacher Stage

Teachers at this stage are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills.

IMPACT Observations

Teachers at the Distinguished Teacher stage will receive **at least two formal observations.** These observations will take place by **December 18:** one by an administrator and one by a Master Educator.

If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or second Master Educator observation, unless requested by the teacher. (Eligible Distinguished teachers may choose to receive a second administrator and second Master Educator observation, or just a second administrator observation.) After Cycle 1 ends, you may log into the IMPACT database (http://impactdcps.dc.gov) to indicate that you would like to receive your remaining observations.

For more information about IMPACT for teachers at this stage, please refer to the IMPACT guidebook.

Compensation

Upon entering the Distinguished Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the master's degree salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

For example, let's imagine that it is the end of the 2014–2015 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you do not have a master's degree. For the 2015–2016 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your *eleventh* year (6 years + 5 year service credit). In this case, your salary would increase from $56,655 to $81,335 — a base salary increase of nearly $25,000.

Example

DCPS Teacher Salary Scale

	STEP 5	STEP 8	STEP 11
BACHELORS	$56,655	$63,517	$70,891
BACHELORS + 15	$59,087	$65,957	$73,325
BACHELORS + 30/MASTERS	$63,611	$72,171	$81,335
MASTERS + 30	$66,078	$74,640	$83,774
MASTERS + 60/PHD	$68,537	$77,101	$86,236

Salary in sixth year of teaching

Leadership Opportunities

Teachers at this stage are eligible for all DCPS leadership opportunities. For descriptions of these opportunities, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

In the coming years, DCPS will continue to develop additional opportunities for teachers at the Distinguished Teacher stage.

Advancing to the Next Stage

A teacher will advance from the Distinguished Teacher stage to the Expert Teacher stage once she or he has earned two consecutive Highly Effective ratings as a Distinguished Teacher.

Expert Teacher Profiles

Meet Kathy Hollowell-Makle

Kathy began her teaching career in DCPS in 1998 through Teach For America and currently teaches at Simon Elementary. Kathy was honored as DCPS's **Teacher of the Year** at Standing Ovation in 2013, which allowed her to share her perspective on various issues around teacher preparation, teacher evaluations, and school funding. As Teacher of the Year, Kathy was a guest of First Lady Michelle Obama at the 2014 State of the Union and served on the Teach to Lead Initiative Team at the Department of Education. Kathy also holds a number of leadership positions at her school, such as grade level chair and teacher mentor.

***What Kathy says**: "Teacher leadership is important because it gives teachers a voice. It also allows teachers to be directly involved in shaping their school community. LIFT helps to validate the hard work I've put into my students and their learning. It also shapes a professional growth ladder that is achievable. I now feel valued, appreciated, and compensated as a true professional."*

Meet Angelique Kwabenah

Angelique began her career with DCPS in 2006, after transferring from PG County Public Schools, and is currently a Reading Specialist at the Incarcerated Youth Program. As an **America Achieves Fellow**, Angelique had the opportunity to meet and speak with education experts such as David Coleman, Marian Wright Edelman, and Education Secretary Arne Duncan. As a **Social Media Ambassador**, she shares best practices and reflects on her experiences in the classroom through the DCPS teacher blog.

***What Angelique says:** "I choose to serve the students of DCPS because teachers are valued, respected, esteemed, and treated like professionals. I proudly serve as a teacher in DCPS, because our school system continues to offer teachers and students more opportunities to learn, grow, and thrive in an ever-changing world."*

Expert Teacher Stage

Teacher → Established Teacher → Advanced Teacher → Distinguished Teacher → **Expert Teacher**

Teachers at this stage are masters of their craft, honed in DCPS classrooms over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding even the most ambitious achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by mentoring less-experienced colleagues.

IMPACT Observations

Teachers at the Expert Teacher stage will receive **at least one formal observation.** This observation will take place by **December 18** and will be conducted by an administrator.

If the score from this observation is 3.0 or higher (on the 1.0 to 4.0 scale) the teacher will not receive her or his second administrator observation or Master Educator observation, unless requested by the teacher. (Eligible Expert teachers may choose to receive a second administrator and first Master Educator observation, or just a second administrator observation.) After Cycle 1 ends, you may log into the IMPACT database (http://impactdcps.dc.gov) to indicate that you would like to receive your remaining observations.

For more information about IMPACT for teachers at this stage, please refer to the IMPACT guidebook.

Compensation

Upon entering the Expert Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

For example, let's imagine that it is the end of the 2014–2015 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2015–2016 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your *fifteenth* year (10 years + 5 year service credit). In this case, your salary would increase from $75,232 to $92,613 — a base salary increase of more than $17,000.

Example

DCPS Teacher Salary Scale

	STEP 9	STEP 12	STEP 15
BACHELORS	$65,985	$75,816	$75,816
BACHELORS + 15	$68,414	$78,261	$78,261
BACHELORS + 30/MASTERS	$75,232	$87,431	$87,431
MASTERS + 30	$77,687	$89,887	$89,887
MASTERS + 60/PHD	$80,147	$92,613	$92,613

Salary in tenth year of teaching

Leadership Opportunities

Teachers at this stage are eligible for all DCPS leadership opportunities. For descriptions of these opportunities, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

In the coming years, DCPS will continue to develop additional opportunities for teachers at the Expert Teacher stage.

Leadership Opportunities Catalog

Whether you intend to stay in the classroom or transition to another position in a school or in the district, DCPS has a variety of exciting leadership roles to help you grow at every stage of your career while continuing to serve our students. Leadership opportunities in DCPS include everything from serving as a teacher lead or curriculum writer to helping the Teacher Recruitment team select new teachers.

On the following pages, you'll find descriptions of many of the leadership opportunities available to DCPS teachers. The district is also continuing to develop new opportunities and partnerships with organizations that offer fellowships and grants to teachers. To read more about the opportunities listed below and new positions as they are established, please visit **dcps.dc.gov/DCPS/LIFT**.

Alongside the description of each opportunity, LIFT icons indicate the eligibility criteria for interested teachers. The "FT" icon indicates that an opportunity is a full-time position that would require you to leave the classroom.

T	Teacher	EST	Established Teacher	ADV	Advanced Teacher	DIST	Distinguished Teacher	EXP	Expert Teacher	FT	Full Time

credit

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Meet Greg Dohmann

Before joining Teach For America, Greg was a production researcher at ESPN. After teaching at a D.C. charter school for two years, he joined Jefferson Academy in 2012. Greg's experience on the **Chancellor's Teachers' Cabinet** reinforced his belief that school-based and district-level turnaround demands teacher leaders who aren't afraid to advocate for their students and school communities. This was an opportunity for Greg to share his experiences, as well as learn from other top educators from around the city. Greg received a **Rubenstein Award for Highly Effective Teaching** in 2013, and now serves as **Assistant Principal** at Jefferson.

What Greg says: *"Teacher leadership is important because it allows us to expand our impact beyond the walls of our classroom. There are so many amazing educators in D.C., and we should be leveraging their unique skills to transform not only classrooms, but entire schools."*

Education Policy Opportunities

America Achieves Education Champions Fellowship

EST ADV DIST EXP

The Education Champions Fellowship is sponsored by America Achieves, a nonprofit organization that aims to help America become a global leader in educational excellence and prepare all young people for success in careers, college, and citizenship. The Education Champions Fellowship leverages the voice of a diverse group of the nation's most effective principals and teachers to improve national education policy and increase the practical tools available to educators nationwide. Members of the group have advised national education leaders, mayors, and superintendents of major cities, and have played a crucial role in both of NBC's nationally televised Education Nation summits.

Fellows receive a stipend and will be provided with unique opportunities to advise top education leaders at a conference where they will also work with other excellent educators to help find solutions to some of the education system's greatest challenges. Fellows will come together multiple times a year for community building and training in education policy. All travel and lodging expenses are covered. Applications will be due in May.

Please visit http://apply.americaachieves.org/ to apply.

Chancellor's Teachers' Cabinet

T EST ADV DIST EXP

The Chancellor's Teachers' Cabinet is an advisory committee that gives teachers a voice in shaping the future of DCPS. Each year, 15-20 DCPS teachers are selected to serve as cabinet members. Cabinet members meet with the Chancellor monthly over the course of the school year and provide input on key policy decisions, present new ideas, share their perspectives from the classroom, and discuss the concerns of teachers across the district.

All current DCPS teachers are encouraged to apply to the cabinet. The application is available online each September, and more information about the selection process can be found at http://dcps.dc.gov/DCPS/teacherscabinet.

Hope Street Group National Teacher Fellowship

T EST ADV DIST EXP

The Hope Street Group National Teacher Fellows are teachers and coaches who are leaders among their peers who want to share their expertise and ideas in helping shape national policy. Fellows will participate in meaningful online and in-person dialogue with other outstanding teachers from across the country to advocate for education policy changes focusing on teacher evaluation.

The National Teacher Fellows will serve as local and national spokespeople for teachers' ideas and perspectives. They will have opportunities to meet directly with leading policymakers to share teacher views and to present teacher-generated solutions; learn media skills and receive support in writing blog posts, op-eds, and letters to the editor; and be invited to attend special events.

The application for the 2015 National Teacher Fellowship will open in Fall 2014. Please visit www.hopestreetgroup.org for more information.

Teach Plus Teaching Policy Fellowship

EST ADV DIST EXP

The Teach Plus Teaching Policy Fellowship is a highly selective program for teachers interested in transforming the teaching profession to better reward excellence, promote teacher development, and retain top performers. During a cohort experience that spans 18 months, fellows meet in monthly sessions that offer personal interaction with key education leaders; a challenging course of study in education policy, research, and best practices from across the nation; and the opportunity to advocate for policies that will better serve students and retain excellent teachers.

For this fellowship, Teach Plus seeks classroom teachers in the first 2–10 years of their teaching careers who have ideas about policy change they would like to enact on a local and/or national level; a desire and the strong communication skills necessary to actively advocate for these changes; and a track record of success teaching students in urban schools.

To learn more about the application timeline and process, please visit teachplus.org.

Washington Teachers' Union Teacher Leaders Program

T EST ADV DIST EXP

The Washington Teachers' Union (WTU) has launched their Teacher Leaders Program, through which union members with full-time classroom responsibilities will be selected to join a nationwide network of teacher leaders who want to take an active role in influencing policy.

The WTU will provide participating teachers with opportunities to develop the knowledge and skills needed to effectively influence policy at the local, state, and national levels, including how to frame practical policy positions that relate to improved student achievement; conduct research in classrooms and schools; engage the public and elected officials in community conversations about education; participate on advisory boards, panels, and task forces; develop research-based policy recommendations; and disseminate findings and recommendations nationwide.

Teacher Leaders will receive a $1,500 stipend. The selection process begins in late August. Teacher Leader program training and professional development sessions start in September. For more information, contact Dorothy Egbufor, WTU Chief of Staff, at 202-293-8600 or degbufor@wtulocal6.net.

Curricular Opportunities

Assistive Technology Specialist

EST ADV DIST EXP

The Assistive Technology Specialist is a new role created by the Office of Specialized Instruction's Academic Support team and is open to special education teachers who are interested in integrating assistive technology with instructional technology.

In order to be eligible for this role, special education teachers must have experience with assistive and instructional technology and must have a deep knowledge of the Common Core State Standards.

The Assistive Technology Specialist will commit 10 hours per *week* during the summer and two hours per *month* during the school year.

Interested candidates should contact Mary.Rinaldi@dc.gov.

Meet Alka Aggarwal

Coming from a long line of teachers, Alka taught high school in India before moving to D.C. In 2001, Alka began teaching in DCPS at Green Elementary, and became a part of the Turner Elementary family eight years later. Through the **Common Core Math Corps**, Alka had the opportunity to learn how other school systems were approaching the Common Core State Standards. Alka is also a lead teacher, **Teaching in Action Consulting Teacher**, and **LIFT Ambassador**.

What Alka says: *"With new educational reforms, teacher leaders are uniquely placed to promote change. Working alongside their colleagues, they are able to share examples of their own work, build trusting and open relationships that involve discussions around teacher needs, and dedicate the time needed to mentor colleagues to improve their practice."*

Visit us online at ***dcps.dc.gov/DCPS/LIFT*** *or email us at LIFT.****DCPS@dc.gov.***

Meet Marcus Konde

After 11 years with Fairfax County Public Schools, Marcus began his first year at Eastern Senior High School through the **Capital Commitment Fellowship**, primarily because of his admiration for DCPS's commitment to upgrading its schools while also setting goals to be the best urban school district in the country. He is excited to be a part of DCPS and is convinced that the district will not only reach its goals, but exceed them.

What Marcus says: *"What keeps us motivated is having strong teacher leaders. Strong teacher leaders have the ability to draw the best out of their colleagues by sharing ideas and experiences. Often it is easier to relate to a leader that is on the front lines with you. Happy, motivated teachers equal motivated students who are learning and achieving."*

Common Core Mathematics Corps

EST ADV DIST EXP

The Common Core Mathematics Corps (CCMC) is a group of DCPS educators who will work with Central Office leadership to design, plan, and implement the Common Core State Standards (CCSS) Math rollout. At each grade level from kindergarten through high school geometry, three to four educators will be selected to work together on curriculum design, professional development, planning, and implementation. Teachers, coaches, and Master Educators are all welcome to apply for the CCMC.

Teachers interested in the CCMC must be recommended by a Master Educator, Instructional Coach, curriculum specialist, or school leader and must be familiar with the CCSS-Math.

There will be approximately 35–50 positions available, and teachers may apply for this position in January and February. The CCMC will begin training in February and will continue to work throughout the following school year. If interested, contact Karen.Cole@dc.gov.

Common Core Reading Corps Summer Curriculum Fellowship

EST ADV DIST EXP

The Common Core Reading Corps Summer Curriculum Fellowship is a unique opportunity for DCPS educators to help shape the district's English language arts curriculum. The fellowship is an extension of the Common Core Reading Corps that began during the 2012–2013 school year.

This fellowship places two to three educators per grade level on curriculum writing/revision teams during the summer. Fellows will strengthen existing curriculum, as well as PARCC-aligned Performance Based (formative assessment) Tasks, developed during the summer of SY13-14. Details of fellowship content, duration, and participant compensation will be announced in March, 2015. Fellows will receive a $5,000 stipend, pending completion of their curricular documents.

Curriculum Writer

EST ADV DIST EXP

Curriculum Writers work with the DCPS Office of Teaching and Learning to author curriculum materials and instructional guidance that will be used as resources for teachers across the district.

A curriculum writer should be a highly experienced classroom teacher, preferably with three or more consecutive years of experience in a specific subject or grade range (e.g., elementary reading, tenth-grade English). Curriculum writers must possess deep content knowledge and must be skilled at writing clearly and concisely, conducting rigorous research, and collaborating with other professionals on a shared project.

Teachers may apply to be curriculum writers through an online application. Selected applicants begin their work in April and continue through the summer each year. There are approximately 30 positions available annually.

Fundations Facilitator

T EST ADV DIST EXP

Fundations facilitators become experts at implementing Fundations lessons and provide systematic support to other teachers using the program. This support includes allowing teachers in their buildings to observe as they demonstrate Fundations lessons; leading study groups throughout the year for teachers

in their buildings on specific Fundations topics; and conducting co-observations with a Wilson Fundations coach during coaching visits.

This role allows teachers the opportunity to develop their mentoring and coaching skills. During the school year, facilitators will work closely with Wilson Fundations coaches who have extensive experience supporting teachers across the country. Becoming a Fundations facilitator is the first step to becoming a Fundations presenter for DCPS. Fundations presenters provide training to teachers and other district employees. Additionally, they serve as Fundations policy advisors for the DCPS Office of Teaching and Learning.

Applications are due in May. Selected applicants begin their work in August and continue throughout the school year. There are approximately 20 positions available annually.

STEM Master Teacher Corps

EST ADV DIST EXP

The STEM Master Teacher Corps is a DCPS initiative that aims to honor and recognize outstanding teachers in the fields of Science, Technology, Engineering, and Mathematics, and the integration of these fields with other disciplines.

This new initiative will include opportunities for teachers to visit and collaborate with industry and university partners to extend knowledge of their fields and to establish strong connections between the classroom and the STEM workforce. Participants will also help to shape STEM professional development across the district for the following year. Applications will be posted on the EdPortal in February. For more information, contact Jessica.Buono@dc.gov.

Wilson Reading System

EST ADV DIST EXP

Teachers who are interested in serving as the instructional leaders for Wilson Reading System (WRS) programming in their buildings have the opportunity to apply to complete the Level I Certification, a rigorous, year-long course led by Wilson Language Training staff.

WRS-certified teachers receive $2,000 in tuition credit and have the option to be included in a national database of WRS-certified teachers available for tutoring, published by the International Dyslexia Association.

Applications are due in May. Selected applicants begin their work in August and continue throughout the school year. There are approximately 20 positions available annually.

School Point of Contact Positions

ACCESS Chair

EST ADV DIST EXP

The ACCESS for ELLs test chair serves as a liaison between the Language Acquisition Division and the local school, and disseminates information and materials from ACCESS for ELLs chair meetings to school administrators, ESL teachers, counselors, and general education teachers. The chair serves as the test coordinator for the ACCESS for ELLs exam and collaborates with the school staff members who coordinate interim assessments and PARCC testing to ensure that English language learners receive the appropriate

Meet Anna Gregory

Anna started her career in DCPS in 2005, teaching at Powell Elementary through Teach For America. After a brief break for graduate school, she returned to DCPS in 2010 to work in the **Central Office** as a member of the IMPACT Operations team. Anna now serves as the Chief of Staff for the Office of Human Capital.

What Anna says: *"There are differences between working in a school and office, but there are a lot of similarities, as well. In both places, I've met colleagues who work incredibly hard to ensure our students have the opportunities they deserve. I also found that people in Central Office are innovative to get to the outcomes they are working toward, much like teachers have to be to reach their students."*

Visit us online at ***dcps.dc.gov/DCPS/LIFT*** *or email us at LIFT.****DCPS@dc.gov.***

Meet Katherine Chesterson

Katherine started her career in 2009 at Anne Beers Elementary School as a Special Education teacher through D.C. Teaching Fellows. As an **Instructional Coach**, she works with teachers and students to improve instructional practices and drive student achievement. Katherine does this by creating and facilitating school-based professional development, leading school-wide data discussions, and facilitating collaborative and individual learning cycles. Katherine also participated in the **Teachers Central to Leadership Fellowship** in DCPS's Central Office this past summer, working with the Teacher Recruitment and Selection team in the Office of Human Capital.

What Katherine says: *"I love working in DCPS. I think it is a very progressive place where a lot of passionate people are working toward the same goal – raising student achievement and giving children the tools they need to be successful. That is what I want to do and there is no place else I would rather do it."*

accommodations. The chair also collaborates with school staff to collect data for former ELL students who are receiving monitoring services, and works with school administrators to ensure timely dissemination of all ELL students' parent/guardian notifications.

Teachers or counselors serving as ACCESS for ELLs test chairs must be familiar with ACCESS for ELLs testing procedures, the ELL accommodation guidelines for the PARCC, ESL exiting criteria and monitoring requirements, the parent/guardian letters required for NCLB compliance, and the main elements of the D.C. Language Access Act as it applies in a school setting.

Teachers interested in this position should contact their principals.

Burst Point of Contact

EST ADV DIST EXP

This point of contact is responsible for managing materials, coordinating instructional schedules, and monitoring the implementation of the Burst intervention program at her or his school for kindergarten through third grade. This position is vital to ensuring that students receive regular, high-quality Burst instruction.

Teachers interested in serving as a Burst point of contact should have attended an Amplify Burst training, have two or more years of experience teaching Burst instruction to small groups of students, and have experience assisting with creating classroom or school-wide Burst implementation schedules. Teachers should also possess extensive first-hand knowledge of the DIBELS and Burst assessment procedures and the technology and materials associated with the Burst cycle. Experience teaching Burst lessons in a variety of settings is preferred. For more information, contact Sharon.Holmes@dc.gov.

School Conservation Fellows Point of Contact

T EST ADV DIST EXP

In the 2014-2015 school year, the Department of General Services Sustainability and Energy Division is launching the D.C. Schools Conservation Fellowship program to support sustainability initiatives in DCPS schools. A major new initiative of this program is tackling food waste in school kitchens and cafeterias.

The Schools Conservation Fellows Point of Contact will serve as a liaison between the school's assigned Schools Conservation Fellow and the school's environmental education, STEM, and project-based learning initiatives, with the goal of maximizing student learning by creating opportunities to participate in hands-on real-world projects that matter.

For more information on the Schools Conservation Fellows – Point of Contact position see http://dgs.dc.gov/page/healthy-schools.

Early Childhood Grade-Level Chair

EST ADV DIST EXP

An early childhood grade-level chair provides information, support, guidance, and leadership for other early childhood educators in her or his school. In this position, grade-level chairs will support the coordination of high-quality services for 3–5 year old students in Title I DCPS classrooms by serving as the school site contact for information on Head Start program requirements, including those set forth in the Head Start Program Performance Standards related to early childhood education and development, indoor and outdoor health and safety, child supervision, and program monitoring.

Teachers may apply for a year-long grade-level chair position at their schools. Applicants must be nominated by their principals, and selection will be made by the Office of Early Childhood Education. Grade-level chairs participate in a mandatory, paid, multi-day summer training prior to beginning their role and receive an annual stipend. Teachers interested in this position should contact their principals.

LIFT Ambassador

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LIFT Ambassadors are responsible for serving as school-level points of contact for the LIFT career ladder. In this position, teachers will help disseminate information about LIFT to new and returning teachers, share important updates, and introduce the program at a faculty meeting. LIFT Ambassadors will also encourage colleagues to take advantage of leadership opportunities through LIFT, and answer teachers' questions about the program.

Throughout the year, LIFT Ambassadors will be asked to provide feedback on potential program changes to LIFT and IMPACT. They will also be responsible for the distribution of LIFT guidebooks. LIFT Ambassadors should be familiar with LIFT programs and opportunities.

There should be at least one LIFT Ambassador at each school. If interested, contact LIFT.DCPS@dc.gov by the end of September.

Read 180 Point of Contact

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This point of contact is responsible for monitoring the implementation of Read 180 at her or his school, including managing program materials and coordinating instructional schedules. The point of contact is also responsible for ensuring that the Scholastic Reading Inventory (SRI) testing is completed within the designated testing windows.

Read 180 points of contact should be prepared to disaggregate and compile data with teachers to analyze growth and trends. They will also support teachers in implementing recommendations provided by external Read 180 coaches during school visits. This position is vital to ensuring that students receive regular, high-quality Read 180 instruction.

Teachers interested in serving as a Read 180 point of contact should have attended the Read 180 and SRI trainings and have experience teaching Read 180. The point of contact should also be familiar with the SRI assessment and administration procedures, and how to use this data to identify students for Read 180. Teachers interested in this position should have a Read 180 implementation level rating of expert or practitioner on recent fidelity reports.

Scholastic Reading Inventory Point of Contact

EST ADV DIST EXP

The Scholastic Reading Inventory (SRI) point of contact is responsible for ensuring that all students at a designated school are tested at the beginning and end of each academic year. The SRI point of contact records individual student growth and keeps records of students' Lexile levels to provide to teachers. This position is vital to ensuring that students receive high-quality, targeted literacy interventions.

Meet Mike Mangiaracina

After spending 10 years teaching in private schools, Mike joined DCPS in 2009. Mike teaches science to first through fifth grade students at Brent Elementary, and has served as a **LIFT Ambassador**. Mike has also been a **Teaching in Action Consulting Teacher**, which has brought numerous teachers from around the District into Mike's classroom to discuss best practices and share instructional strategies.

What Mike says: *"Teaching science to my students at Brent has been a very powerful and intensely fun experience. I'm really humbled that I get to be the one to share how the world works with such a great variety of students."*

Visit us online at ***dcps.dc.gov/DCPS/LIFT*** *or email us at LIFT.****DCPS@dc.gov.***

Meet Natalia Fuller-Walker

After reading abouot DCPS's incentives for teachers, Natalia decided to leave a neighboring district to teach special education at Powell Elementary. As a **Teacher Selection Ambassador**, Natalia learned new strategies for student assessment and family engagement while hearing about the work being done by teachers in districts across the country. She appreciated the opportunity to engage with the Teaching and Learning Framework and learn first-hand about the diversity of effective instruction. This experience has changed her approach to teaching and observations.

What Natalia says: *"The best part of LIFT is that there are leadership roles and opportunities built in at every level from Teacher to Expert. The roles do not necessarily keep you in the classroom. If a teacher wants to do something different and take on a leadership role, with LIFT they can."*

Teachers who are interested in serving as an SRI point of contact should be familiar with Scholastic Achievement Manager (SAM), the SRI assessment and administration procedures, and how to read and analyze data.

Teachers are selected each June for the following school year. There is one position available in each secondary school. In order to serve as an SRI POC, the designee must attend one of the Scholastic Reading Inventory (SRI) trainings in August.

Recruitment and Selection Opportunities

Social Media Ambassador

T | EST | ADV | DIST | EXP

Social Media Ambassadors (SMAs) are current teachers who use social networks to share their experience teaching in D.C. Public Schools with other educators nationwide. SMAs write frequently for the DCPS teacher blog on a variety of different topics, including the Common Core, teacher leadership, and professional development. SMAs are also active on Twitter and Facebook and post regularly to spread the word about the progress that is taking place in DCPS classrooms every day.

SMAs should have strong writing skills and be willing to commit to a yearlong volunteer opportunity. For more information, contact DCPS.Careers@dc.gov.

Teaching Audition Host Teacher

T | EST | ADV | DIST | EXP

Teaching Audition Host Teachers are current DCPS teachers who assist with the audition phase of the interview process for candidates who are applying to teach in DCPS. Teaching applicants visit host teachers' classrooms and conduct a 30-minute lesson during the school day between March and June.

Teaching Audition Host Teachers must be nominated by their principals and must have strong classroom management skills, a positive classroom environment, and outstanding long-term planning skills. Each spring, approximately 15 teachers host auditions in their classrooms. For more information, please contact Jessica.Heard@dc.gov.

Teacher Selection Ambassador

EST | ADV | DIST | EXP

Teacher Selection Ambassadors (TSAs) are current DCPS teachers who assist with the interview process for teaching candidates. TSAs participate in professional development that focuses on interview skills, rubric interpretation, and scoring. TSAs conduct interviews using the DCPS teacher selection model and evaluate teaching samples using the Teaching and Learning Framework. In addition to selection duties, TSAs also play a key role in candidate cultivation, which may include speaking with top candidates, attending career fairs and information sessions, and assisting with school visits.

TSAs earn $34 per hour and can expect to work 3–10 hours each week, depending on the time of year.

To be considered for the position, teachers must have earned an IMPACT rating of Effective or higher in the previous school year, and be at or above the Established Teacher LIFT stage.

Approximately 35–40 teachers are chosen to serve as TSAs each year. Applications are available in the early fall, with decisions made prior to Thanksgiving break. For more information, please contact DCPS.Careers@dc.gov.

Coaching and Mentoring Opportunities

Early Childhood Education Instructional Specialist

ADV DIST EXP FT

An Instructional Specialist partners with early childhood education teachers in Title I schools to help them incorporate research-based instructional practices into their teaching. The Specialist works with a collaborating teacher to develop professional goals and a plan for realizing those goals, models practices in the classroom, observes and video records teachers, and engages in open, honest, supportive conversations following observations. They focus on a broad range of instructional topics, including classroom management, content enhancement, effective teaching practices, differentiation, and formative assessments.

Instructional Specialists also provide support to teachers in implementing research-based ECE curriculum in DCPS classrooms such as: Tools of the Mind™, The Creative Curriculum®, Montessori-based curriculum, and classrooms inspired by Reggio Emilia. An Instructional Specialist is proficient in the use of multiple assessment tools, including Teaching Strategies GOLD™, CLASS, ECERS, and TPOT.

An Instructional Specialist should have a minimum of five years teaching in an early childhood classroom and a proven record of successfully coaching other teachers. For more information, please contact Lori. Chabay@dc.gov.

Instructional Coach

ADV DIST EXP FT

Instructional Coaches are responsible for providing teachers with job-embedded professional development by planning, modeling, and co-teaching lessons, and engaging in side-by-side coaching. Instructional Coaches work with teachers during collaborative and individual learning cycles, which provide a structure for gradually releasing teachers to learn new skills independently.

To qualify for the Instructional Coach position, teachers must have at least three years of successful teaching, a valid teaching license, a proven track record of student achievement, strong organizational and strategic planning skills, exemplary interpersonal skills, knowledge of adult learning theory, experience facilitating professional development sessions, and the ability to balance multiple priorities in a fast-paced work environment.

The number of open positions varies each year; typically there are 10–20 openings across the district. The application can be found on the DCPS careers website, joindcpublicschools.com.

Master Educator

ADV DIST EXP FT

Master Educators are expert practitioners in a particular content area who assess teacher practice during classroom observations and provide targeted, content-specific feedback in order to help teachers improve. Master Educators provide professional development to teachers through post-observation conferences (POCs), during which Master Educators and teachers debrief a recent observation and discuss

Meet Scott Harding

In 2006, Scott began working at DCPS at an early childhood learning center through Teach For America. After three years, he joined the staff at Maury Elementary serving as a teacher, grade level chair, and a member of the school leadership team. As a **Teachers Central to Leadership Fellow**, Scott worked with DCPS teacher leaders, offering feedback on district-level projects and initiatives with the Office of Family and Public Engagement. After eight years of serving the district's students, he looks forward to the new challenge of becoming an **Assistant Principal** at Peabody Elementary.

What Scott says: *"I choose DCPS because, as an early childhood educator, I feel valued and respected. As other states are just beginning to think of how to provide access to pre-K for all their students, our school district has become an exemplar model of how all children can have access to high-quality early childhood programming."*

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Meet Elizabeth Barton

Elizabeth came to DCPS in 2009 as a **Master Educator** with 10 years of prior teaching experience. Her experience has taught her a great deal about implementation, leadership, and what it takes to make systemic change. As an **Instructional Coach** at Ross Elementary, she helps teachers more deeply understand the Common Core State Standards, and how they are critical to students' success.

What Elizabeth says:
"Teacher leadership is a critical piece to having a fully engaged staff that leads to student achievement. It also helps to facilitate a distributed leadership model that is most effective in running a highly engaging school community."

strengths and areas for growth according to the Teaching and Learning Framework. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources.

During the 2014–2015 school year, Master Educators will provide intensive support to new teachers in the targeted 40 schools as part of the DCPS five-year strategic plan, *A Capital Commitment*. Master Educators will also lead content-specific collaborative learning cycles for teachers across the district.

To qualify for the Master Educator position, a teacher must have at least five years of teaching experience in a high-needs school and a track record of success in raising student achievement (including a rating of Highly Effective on their most recent IMPACT assessment). Master Educator candidates must have the ability to critically assess instruction and identify ways to improve teacher practice. Exceptional written and oral communication skills, strong organizational skills, the ability to work effectively with others at all levels of an organization, excellent time-management, and a willingness to work non-standard hours are also critical to success in this role.

The number of openings varies each year. Applications open in early spring; some mid-year positions may also become available. For more information, please contact MasterEducator.Recruitment@dc.gov.

Teacher Leadership Innovation (TLI) Teacher Leader

EST ADV DIST EXP

First launched in the spring of 2013, the Teacher Leadership Innovation (TLI) pilot is a unique opportunity for teachers and school leaders to design and implement innovative teacher leadership roles that allow a teacher to spend part of the day teaching and part of the day leading other adults in the building. Designed at the school level, with support from Central Office, TLI roles will be specifically tailored to a school's needs and priorities.

Participants will receive release time as well as extensive professional development and coaching to help them be successful in their new role. Teacher-leaders and principals will participate in school visits, regular professional development focused on adult leadership, and one-on-one leadership coaching. Applications will be due in December 2014. For more information, contact Gillian.Page@dc.gov.

Teaching in Action Consulting Teacher

EST ADV DIST EXP

The Teaching in Action program provides opportunities for teachers to observe their high-performing colleagues (Consulting Teachers) during scheduled classroom observations. Visiting teachers may view Consulting Teachers' instructional strengths online, where they can also sign up for an observation. After the observation, the two teachers will debrief the lesson and discuss best practices.

Consulting Teachers should have strong instructional skills, be open to classroom observations from fellow teachers, and be willing to spend a half hour in a post-visit conference with visiting teachers. For more information, please contact, LIFT.DCPS@dc.gov.

Washington Teachers' Union (WTU) Professional Development Instructor

EST ADV DIST EXP

Washington Teachers' Union (WTU) Professional Development Instructors teach university accredited courses approved for both graduate credit and Professional Learning Units throughout the school year, at various local school sites across the district in the evenings and weekends, as well as during summer months, based on availability. These courses provide solid, research-based content and enhance pedagogical knowledge and skills. While teaching WTU courses, WTU Professional Development Instructors also serve as adjunct professors of partnership universities.

After participating in the 10-day AFT Professional Development Summer Educator Academy, instructors will receive $1800 per 45-hour course taught and additional stipends ranging from $250-$1000 for facilitating 3-hour modules, webinars, and special sessions throughout the school year during New Teacher Orientation and Union Leadership Institutes.

WTU Instructor recruitment season begins in February – April of each school year. Potential candidates must be in good membership standing with a full dues status, have three years or more teaching experience, and a Master's degree. For more information, email Dorothy Egbufor, WTU Chief of Staff at: degbufor@wtulocal6.net.

School Leadership Opportunities

Family Engagement Collaborative Fellowship

EST ADV DIST EXP

The Family Engagement Collaborative (FEC) is a year-long fellowship for teachers interested in gaining family engagement professional development. Teachers complete a simple application with a "buddy" teacher at their school. Selected teachers participate in a year-long professional learning community (PLC) where they receive training in family engagement strategies, including parent-teacher home visit training from our partners at the Flamboyan Foundation. Teachers work toward pre-established goals for successful home visiting and, after meeting goals and benchmarks, receive a $1,500 stipend at the end of the year.

All fellows attend a kick-off event and home visit training in the early summer, attend at least five PLCs during the school year, and conduct at least 24 home visits to meet with students and their families.

Eligible teachers believe that all families have the ability and desire to support the academic success of their children, apply with a "buddy" teacher from the same school, and are not working in a school that is currently part of the Flamboyan Family Engagement Partnership. For application information or questions contact Natalie.Foglia@dc.gov.

Mary Jane Patterson Fellowship (DCPS Aspiring Leaders Program)

EST ADV DIST EXP FT

Mary Jane Patterson (1840–1894) was the first black principal at Paul Lawrence Dunbar High School, D.C.'s first public high school. The Patterson Fellowship, which is named in her honor, is DCPS's internal principal preparation program. This fellowship prepares high-performing DCPS employees for principal positions in DCPS schools. Fellows complete a 30-month journey that is carefully aligned to Leadership Framework standards. Fellows serve as a resident principal under a DCPS Mentor Principal while participating in

Meet William Taylor

A graduate of D.C. Public Schools, William became a teacher in the District in 2007 because he wanted to give back to the system where he learned. As a **Teacher Leadership Innovation Fellow,** William assisted colleagues with research-based best practices, providing weekly PD to his fellow math teachers while continuing to teach middle school math part-time. He also participated in a discussion with Secretary of Education Arne Duncan, after being shadowed by a Department of Education staffer. William was a recipient of the **Excellence in Teaching Award** in 2013, and will be an **Instructional Coach** in 2014-15 at Aiton Elementary.

What William says: *"LIFT has paved a way for me to be recognized within this profession, from being a Rubenstein Award winner to an Excellence in Teaching recipient. Because of my LIFT stage, I have been afforded the opportunity to apply for leadership positions within the district."*

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Meet John Mahoney

John has over 35 years of classroom experience. A math teacher at Banneker Senior High School since 2001, John previously taught at Sidwell Friends for 24 years. Due to John's strong instructional practices, he has been featured in the DCPS Reality PD video library. As an **America Achieves Education Champions** fellow, footage of his classes at Banneker has also been featured on their Common Core website. A member of the **Common Core Math Corps**, John has contributed to the development of the scope and sequence documents and unit plans for DCPS's implementation of CCSS in Algebra 1. He has also led students in robotics competitions and in two Lemelson-MIT InventTeam projects: a cell phone locker and Deadstop, a device to prevent intruders from entering a classroom whose doors cannot be locked from the inside. John's classroom success is employed in his capacity as a consulting teacher with the **Teaching in Action** program. John was inducted into the National Teachers Hall of Fame in 2005.

What John says: *"It is essential that teachers become active leaders in their school and district. This is particularly important during the implementation of CCSS. It is teachers who know best what students need to know and how to help students learn effectively."*

rigorous, cohort-based weekly learning sessions. The goal of the program is to develop leadership capacity from within DCPS and create a pipeline of highly-skilled candidates for principal vacancies.

Patterson Fellows will be DCPS employees with a minimum of two years of classroom teaching, whose personal leadership has contributed to school improvement.

Principal, Assistant Principal, and Assistant Principal of Literacy

ADV DIST EXP FT

Principals, assistant principals, and assistant principals of literacy are responsible for leading instruction, managing operations, and increasing effectiveness of their school communities. DCPS seeks talented, dedicated leaders who have the skills and experience to lead our schools and the desire to help transform our school system into the highest-performing urban school district in the nation.

Top principal, assistant principal, and assistant principal of literacy candidates are characterized by their focus on student achievement, leadership vision, instructional expertise, systems and resource management, people management, strategic problem-solving, and commitment to personal development. Top assistant principal of literacy candidates must also be able to demonstrate a strong background and command of literacy instruction, which includes phonics, guided reading, and writing.

To serve as a DCPS principal or assistant principal, applicants must obtain an Administrative Services Credential (ASC) through the Office of the State Superintendent of Education (OSSE). OSSE ASC Requirements can be found at osse.dc.gov.

If you are interested in applying to be a principal or assistant principal, please visit the DCPS website for a list of current openings or contact LeadDC@dc.gov for more information.

Teach Plus T3

EST ADV DIST EXP

The T3 Initiative is an innovative, teacher-designed program to recruit, develop, and support effective, experienced teachers to serve in teacher leadership positions in high-needs schools. Each T3 Teacher Leader has a full-time classroom teaching role as well as a specific leadership position in his/her school. The school's T3 Teacher Leaders belong to a cohort in which they are able to collaborate with other Teacher Leaders to realize the mission and vision of the school. They receive ongoing support from T3 staff, including intensive leadership skill development, close collaboration with a school-based T3 coach, and frequent opportunities to network with Teacher Leaders in other schools and cities. T3 Teacher Leaders are part of a broader strategy that supports effective teaching and can take on leadership roles without leaving the classroom. The T3 Initiative offers a path toward mastery in both urban teaching and teacher leadership.

Candidates for T3 Teacher Leader positions must have at least three years of experience and a track record of success with high-needs students and schools. Selection criteria also include evidence of the existence of skills and competencies that are required for success in a turnaround environment.

For more information or to start an application, please visit T3teachers.org

Central Office Opportunities

T EST ADV DIST EXP FT

DCPS's Central Office seeks motivated teachers who are looking for their next challenge and interested in joining a team that is dedicated to supporting teachers, families, and students. Whether through designing curricula, creating professional development, serving students with special needs, or helping to shape district policy, Central Office offers a variety of careers for teachers who wish to transition to a district-level role.

Central Office opportunities become available on an ongoing basis. To learn more about open positions, please visit the DCPS careers website: http://joindcpublicschools.com/

Other School-Based Opportunitites

T EST ADV DIST EXP

DCPS schools offer a wide variety of leadership opportunities for teachers at the local school level. All teachers are encouraged to consider these roles and to speak with their school administrators about which of these opportunities may align with their interests and goals. Note that school-based opportunities are open to teachers at all stages of LIFT, with additional eligibility criteria depending on the particular school and role.

Examples of some of the school-based opportunities available to teachers are:

- After School Clubs Coordinator
- Attendance Chair
- Department Chair
- Dual Language Coach
- Family and Community Engagement Coordinator
- Grade-Level Chair
- Home Visit Coordinator (for schools partnered with the Flamboyan Foundation)
- International Baccalaureate Coordinator
- Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Liaison
- Outreach and Partnerships Coordinator
- Positive Behavioral Incentive and Support (PBIS) Coordinator
- Response To Intervention (RTI) Coordinator
- School Support Team (SST) Chair
- Testing Coordinator
- 504 Coordinator
- Committee Memberships and Chair Opportunities:
  - Academic Leadership Team
  - Beautification Committee
  - Data Committee
  - School Climate and Culture Committee

Meet Tiffani Turner

After receiving her degree in Advertising from Howard University and working as a sales assistant, Tiffani decided to become a teacher. She joined Houston Elementary in 2008, and now serves as a special education teacher at Payne Elementary. As a **Teacher Selection Ambassador**, she is part of a process that places great teachers into our schools. Tiffani enjoys speaking to teachers who will work hard to ensure that students receive rigorous and engaging instruction. For the last two years, Tiffani has also been a teacher lead and **LIFT Ambassador** at her school.

What Tiffani says: *"LIFT has absolutely made a difference in my career. There are professional development opportunities as well as opportunities for advancement within DCPS. Having additional opportunities to serve and lead helps educators like myself sharpen our skills while continuing to do what we love, which is serve students and families."*

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Meet Tiffany Ross

Tiffany began teaching at Bunker Hill Elementary in 2001—the same elementary school she attended as a student. She now teaches fourth grade at Marie Reed ES, where she has been since 2006. As a **Teach Plus T3 Teacher Leader** this year, Tiffany learned to set small, more obtainable goals that can be measured and adjusted regularly. Tiffany was selected as *The Washington Post's* **Agnes Meyer Award Winner for Outstanding Teaching** in 2013, and felt honored to be recognized for her hard work and commitment.

What Tiffany says: *"Teacher leadership allows me to be a catalyst for change while maintaining my love for engaging students in the classroom. As a teacher leader, I'm in a position to not only empower students, but to encourage other teachers, grow professionally, and to contribute to the success of the entire school."*

Fellowship, Grants, and Awards

Agnes Meyer Outstanding Teacher Award

ADV DIST EXP

The Agnes Meyer Outstanding Teacher Award was developed by Washington Post Company Educational Foundation to commemorate Agnes Meyer, the wife of the Post's former owner and a staunch supporter of public education. The awards program aims to recognize excellence in teaching, encourage creative and quality instruction, and contribute in a substantive way to the improvement of education in the Washington metropolitan area.

Each year, *The Washington Post* recognizes one DCPS teacher to be honored at a ceremony in the spring and awarded a $3,000 prize. Recipients must have five years of teaching experience, including three in DCPS, and must be full-time, pre-K–12 teachers.

Please contact Danielle.Edwards2@dc.gov with any questions about the award or nomination process.

CityBridge – NewSchools Education Innovation Fellowship

EST ADV DIST EXP

The CityBridge-NewSchools Education Innovation Fellowship is a competitive, year-long fellowship designed to introduce a cohort of Washington, D.C.'s strongest teachers to the most promising innovations in blended learning. The fellowship will run from January 2015 through December 2015. Sixteen to 20 teachers who have more than two years of teaching experience and currently teach in DCPS or D.C. public charter schools will be selected as members of the 2015 cohort.

Fellows will meet for one full day per month to visit schools implementing blended models, meet with thought leaders in the field, participate in technology demonstrations, and engage in school redesign workshops. The cohort will take at least two trips, including one to California in April 2015 during spring break. In addition, Fellows will design and lead blended learning pilot programs during the summer of 2015 and the 2015–2016 school year.

All fellows will receive a $5,000 stipend for participation in the program, as well as a $2,500 professional development grant to be used for the purchase of technology, personalized coaching, pilot program implementation costs, or other approved development opportunities. Each Fellow's school will also receive a $1,000 unrestricted grant for related expenses, such as substitutes to cover for the Fellows when they are out of the building for fellowship days.

Applications are due in early October. To learn more about the fellowship and how to apply, please visit citybridgefoundation.org/Collaboration/Fellowship.

DonorsChoose.org

T EST ADV DIST EXP

DonorsChoose.org is a nonprofit organization that connects public school teachers with people who want to provide financial support to individual classrooms. The organization provides an avenue for public school teachers to submit project requests for specific materials.

Donors choose which projects to support and then DonorsChoose.org delivers the materials directly to schools. In return, teachers post photos of the materials in use and mail student thank you letters to donors.

To learn more about this program and how to be a successful DonorsChoose.org teacher, visit http://www.donorschoose.org/teachers.

Fishman Prize

ADV DIST EXP

Launched in 2012, the Fishman Prize for Superlative Classroom Practice is an annual award for exceptionally effective teachers working in high-need public schools awarded by TNTP. No more than five teachers are awarded the prize each year. The prize is named for Shira Fishman, a TNTP-trained math teacher currently teaching at McKinley Technology High School in DCPS.

In addition to receiving $25,000, Fishman Prize winners participate in an intensive summer residency during which they reflect critically on their classroom practice, explore the larger issues that shape their profession, and write a short paper on the elements of effective teaching. The residency enables the winners to share their expertise with educators across the country without taking time away from the classrooms where they do their best work.

For more information or to apply or nominate, visit tntp.org/fishman-prize.

Leading Educators Fellowship

EST ADV DIST EXP

Leading Educators fellows receive intensive support around developing their leadership skills while remaining full-time classroom teachers. Leading Educators develops adult leadership skills through one-on-one leadership coaching, formal professional development, peer collaboration and problem solving, and job-embedded action learning.

The two-year Leading Educators fellowship is open to all qualified DCPS teachers in high-need schools who either currently serve in leadership roles or possess leadership potential. Fellows serve in diverse roles including department and grade level chairs, team leaders, small learning community leaders, and mentor teachers. Fellows must have a minimum of two years teaching experience, formal responsibility for impacting the results of at least two other teachers, and outstanding results as a teacher as measured by observations and student achievement.

Visit http://www.leadingeducators.org to learn more about the Leading Educators fellowship.

Math for America DC Master Teacher Fellowship

ADV DIST EXP

The Math for America (MfA) DC Master Teacher Fellowship is a five-year program for outstanding, experienced secondary school mathematics teachers. Teachers in the program participate in professional development activities, work with other MfA DC fellows, and pursue mathematical and educational interests. Participants in the program receive a $55,000 stipend over five years.

Teachers who are interested in the program must hold at least a bachelor's degree and preferably a master's degree with a concentration in math, have at least four years of experience teaching math in DCPS

Meet Tanesha Dixon

Tanesha joined Wheatley Education Campus in 2010, inspired by the district's commitment to closing the achievement gap. Since becoming a **CityBridge Education Innovation Fellow** in 2012, she feels empowered with concrete tools to teach in a next generation classroom, calling it the best professional development experience of her teaching career. Besides receiving feedback from the blended and personalized learning community, Tanesha received media training, which enabled her to host Secretary of Education Arne Duncan during a recent event on education technology.

What Tanesha says: *"Teacher leadership gives me the opportunity to be impactful without leaving the classroom. It gives me the courage and encouragement to continue to improve my own practice while simultaneously improving and coaching my colleagues."*

Visit us online at ***dcps.dc.gov/DCPS/LIFT*** *or email us at LIFT.****DCPS@dc.gov.***

Meet Charisse Robinson

After teaching for 10 years in a neighboring school district, Charisse began teaching third grade at Cleveland Elementary in 2009. She came to DCPS because she was inspired by the reform efforts and the District's goal of having highly effective instruction in every classroom. By serving on the **Chancellor's Teachers' Cabinet**, Charisse worked alongside her peers and had an active role in improving school culture, instruction, and teacher retention. In addition, Charisse has served as a teacher lead, **LIFT Ambassador**, and **Leading Educators Fellow**.

What Charisse says: *"LIFT has had a significant impact on my career with DCPS. With LIFT, I have been able to take advantage of several opportunities that have ultimately allowed me to increase my sphere of influence with my peers and positively impact the teaching and learning process on a larger scale."*

or other public or public charter secondary schools, and meet the current MfA requirement for scores on the Praxis II exam.

To learn more about the application timeline and process, please visit https://www.mathforamerica.org/apply/washington-dc/master-teachers.

PBS LearningMedia Digital Innovators

EST ADV DIST EXP

The year-long PBS LearningMedia Digital Innovators (LMDI) Program is designed to foster and grow a national community of digitally-savvy educators. LMDIs will receive one year of free professional development including access to virtual trainings, exclusive resources, and membership into a robust professional learning community, as well as invitations to special events and networking and engagement opportunities with peers and thought leaders. LMDIs may also earn a chance to attend the PBS LearningMedia Digital Innovation Summit in Washington, D.C. in June.

Applications are due in February. For more information, visit http://www.pbslearningmedia.org/collection/digitalinnovators/.

Sabbaticals

U.S. Department of Education Teaching Ambassador Fellowship Program

ADV DIST EXP FT

The Teaching Ambassador Fellowship supports the Department of Education's mission by enabling a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and facilitate discussions with educators across the country during a year-long sabbatical from the classroom. The fellowship offers opportunities for teachers to build a greater knowledge of education policy and contribute to solutions at all levels for long-intractable challenges in education. Applications are typically due in January.

For more information about the fellowship, visit ed.gov/programs/teacherfellowship.

Einstein Fellowship

ADV DIST EXP FT

The Albert Einstein Distinguished Educator Fellowship program invites experienced science, technology, engineering, and math (STEM) educators who have demonstrated excellence in teaching and leadership to apply for the 2015–2016 fellowship.

Einstein Fellows serve full time for 11 months in a Congressional office or government agency such as the Department of Energy (DOE), the National Science Foundation (NSF), the National Oceanic and Atmospheric Administration (NOAA), or the National Aeronautics and Space Administration (NASA). Fellows provide an educator's perspective on STEM policies and program and receive a competitive monthly stipend and an allowance for professional travel.

The goal of the Einstein Fellowship program is to inform national policy and improve communication between the K–12 STEM education community and national leaders. Applicants must be US citizens, be currently employed full time in a public or private elementary or secondary school or school district, and

must have been teaching in one or more STEM fields full time for at least five of the last seven years. For more information about the program and to learn how to apply, visit einsteinfellows.org.

Summer and Travel Opportunities

DCPS Summer School

T EST ADV DIST EXP

District of Columbia Public Schools (DCPS) has an exciting array of programs, offerings and academic experiences planned for students during the summer months. Teachers are needed for Extended School Year, Summer Bridge, K-8 Summer School, High School Summer School, English Language Learner Summer Academic Program, and other programs hosted at schools around the district.

Summer school teachers receive $34/hour, and must commit to work for the entire summer session. Applications will be available in the spring. For more information, and to apply, visit http://www.dcpssummerschool.com/.

Extended School Year Instructional Analyst

EST ADV DIST EXP

Extended School Year (ESY) instructional analysts are high-performing DCPS special educators who work with the Office of Specialized Instruction (OSI) Academic Supports team to bring students with disabilities the best possible instructional programs. In this role, analysts have the opportunity to work alongside OSI staff as they observe, assess, and evaluate special education curriculum in a range of ESY settings, collaborate with colleagues, and inform instructional decisions with quantitative data and professional expertise.

OSI will launch several new curricula and interventions across summer school sites, and ESY instructional analysts will play an important role in supporting and evaluating the efficacy of these programs.

This part-time fellowship runs for four weeks in July 2015. Please email OSI.ESY@dc.gov with any questions.

Fulbright-Hays Seminars Abroad

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The Fulbright-Hays Seminars Abroad program provides short-term international study and travel seminars for U.S. educators in the social sciences and humanities to promote a deeper understanding of and appreciation for diverse cultures.

Seminars last four to six weeks and are conducted during the summer. Each year, there are approximately 10 seminars with 16 participants per seminar.

To learn more about the eligibility requirements and application process, please visit http://www2.ed.gov/about/offices/list/ope/iegps/index.html.

Meet Patricia West

Patricia is a DCPS graduate of School Without Walls and a 29-year veteran teacher who has served DCPS in a variety of leadership capacities. A Highly Effective teacher for five consecutive years, she has taught sixth through twelfth grade social studies at CHOICE Academy for the past 12 years. As a **Teacher Selection Ambassador**, Patricia serves DCPS outside the classroom by participating in the recruitment and interview process for prospective teachers.

What Patricia says: *"As a veteran teacher, having a career ladder is very exciting! LIFT has provided me with opportunities to grow, feel rewarded, and serve my students and my school in many different ways."*

Visit us online at ***dcps.dc.gov/DCPS/LIFT*** *or email us at LIFT.****DCPS@dc.gov.***

Meet Jenna Paoletti

Jenna joined DCPS in 2011 as a music teacher at Bruce-Monroe Elementary. As a **Teaching in Action Consulting Teacher**, Jenna welcomes colleagues into her classroom to share best practices and refine her own teaching. This past summer, Jenna traveled to India as a **Fund for Teachers Fellow**, in order to gain greater insight into the cultural transition faced by students and families when immigrating to another country.

What Jenna says: *"Not only is DCPS working to close the achievement gap, but it is also working to elevate the status of 'teacher' in our nation. As teachers we need to expect the best of our students in order for them to achieve their best. Through the LIFT program, DCPS applies this same philosophy to teachers. For this reason, I choose to be a DCPS teacher."*

Fund for Teachers

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Fund for Teachers invests in pre-K–12 educators' ideas for professional development—anything, anywhere. Through an online application, teachers identify learning gaps—theirs and/or their students'—and propose ways to fill those gaps with self-designed fellowships, potentially including international travel or professional conferences. Individuals are eligible for up to $5,000 in funding, and teams are eligible for up to $10,000 in funding. Grant recipients then pursue new knowledge on every continent during the summer.

Since 2001, Fund for Teachers has invested more than $20 million in the development of over 5,000 teachers. These teachers conduct field research, volunteer with community organizations, master new skills, and deepen their understanding of a subject. Most importantly, these odysseys culminate in broadened perspectives and honed skills that directly impact students, classrooms, and school communities.

The Fund for Teachers online application opens on October 1, 2014, and is due January 30, 2015. Grant recipients are notified in April. For more information, visit fundforteachers.org.

Hollyhock Fellowship

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The Hollyhock Fellowship is designed to support talented, early-career high school teachers by developing expertise in teaching their content area and leadership skills. This program will bring teachers to Stanford for two weeks of residential summer workshops (in both the summers of 2015 and 2016) taught by university scholars and expert practitioners, and will provide fellows with continued online coaching and mentorship during the school year.

Teachers will receive a stipend for participating, and the program will cover all travel, room, and board expenses during the summer. Teachers will also receive continuing education credits and a certificate of teacher leadership. Participants are strongly encouraged to apply with at least one colleague from their school.

For more information, visit https://cset.stanford.edu/fellowships/hollyhock.

LearnZillion Dream Team

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Teachers who want to broaden their impact beyond the classroom, learn from content experts, and challenge themselves in new and exciting ways should apply to be a part of the LearnZillion Dream Team. Dream Team members are talented teachers who work closely with LearnZillion coaches to create lessons and supporting materials that are aligned to the Common Core State Standards (CCSS) and freely available to teachers and parents on LearnZillion.com.

LearnZillion is a learning platform that combines video lessons, assessments, and progress reporting. Each lesson highlights a CCSS, starting with math in grades three through nine.

Each Dream Team teacher earns a $2,000 stipend.

To learn more and begin your two-part application, visit learnzillion.myreviewroom.com.

Teachers for Global Classrooms Grant Program

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The Teachers for Global Classrooms Grant Program (TGC) is a professional development opportunity for U.S. secondary teachers aiming to globalize teaching and learning in their classrooms and schools. Approximately 100 teachers will be selected for participation in the 2014–2015 program through a competitive national process.

If selected, teachers will complete an online course, attend two global symposiums in Washington, D.C., and travel abroad with a U.S. cohort to learn about the history, culture, and education system of a host country. While traveling abroad, teachers share and synthesize their experiences from school visits and reflect on best practices for infusing curricula with global perspectives.

Applications for the grant are due each spring. For more information, please visit http://www.irex.org/project/teachers-global-classrooms-program-tgc.

Teacher Ranger Teachers

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The Teacher Ranger Teacher (TRT) program is a professional development opportunity for selected teachers to spend the summer learning and working in our nation's largest classrooms — the national parks. Teachers are matched up with opportunities that will enhance their subject matter expertise in the classroom. National Park Service units, ranging from the Brown v. Board of Education National Historic Site to Channel Islands National Park, provide a chance for teachers to truly experience science, history, and the diversity of American stories. As TRTs, teachers will work on a variety of projects and duties, such as preparing curriculum materials for parks and presenting interpretive programs for the general public. After their summer experience, TRTs bring their knowledge of park resources back to their classrooms and serve as a lifelong bridge between the National Park Service and their district, school, colleagues, and students.

For more information, visit http://teacherrangerteacher.org/.

Teachers Central to Leadership Fellowship

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The Teachers Central to Leadership (TCTL) Fellowship is a five-week program that places six to eight educators on teams in the DCPS central office during the summer. Fellows provide critical input on issues such as curriculum, teacher recruitment and selection, professional development, and communications. Fellows meet weekly with DCPS senior leaders and have opportunities to share their perspectives and expertise.

The fellowship is open to current DCPS teachers and instructional coaches, and fellows receive a $5,000 stipend for their work. The selection process begins each spring and includes an online application and an in-person interview for a select number of teachers. Please visit http://dcps.dc.gov/DCPS/TCTL for more information.

Meet Kristen Addison

Before joining Ludlow-Taylor Elementary in January 2011, Kristen previously taught in both charter schools and in surrounding public school districts. As a **Teachers Central to Leadership Fellow**, she provided input on district initiatives such as social studies curricula, report cards, professional development, and New Teacher Orientation. Kristen also participated in the **Common Core Reading Corps**, is a **Teaching in Action Consulting Teacher**, and was a member of Secretary of Education Arne Duncan's teacher panel for the roll out of the Common Core State Standards and the PARCC Assessment.

What Kristen says: *"LIFT has allowed me to grow as a teacher and leader while still allowing me to continue my passion – teaching young children. LIFT has also made me feel more appreciated and recognized as a teacher than in any other previous school system."*

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Concluding Message

Whether you are just entering the teaching profession or have many years of classroom experience behind you, DCPS's Leadership Initiative for Teachers (LIFT) provides opportunities for you to shape your career as an educator. The LIFT career ladder has one central objective: to recognize the highest-performing DCPS teachers, and to extend their reach so that they may have long, fulfilling careers in service to D.C. students.

For our teachers who plan to make a career out of classroom teaching, LIFT provides ways for you to seek new experiences and opportunities that challenge and inspire you, while continuing to do the work in the classroom that you love. For those teachers who are excited to experience opportunities outside of the classroom, LIFT will help to provide a clear path to your next challenge. After all, it is our firm belief that both DCPS students and teachers alike will benefit from the continued support of school leaders, Master Educators, and Central Office staff members who were once successful DCPS teachers.

Whatever your professional goals may be, LIFT will enable you to clearly envision a future in this district. Through your continued dedication, we know that we will reach our goal of ensuring a bright future for all D.C. children.

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