LIFT

Leadership Initiative For Teachers

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2016–2017

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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 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 have made an enormous amount of progress over the last few years. As you know, according to the National Assessment of Educational Progress (NAEP), DCPS is the fastest improving urban school system in the country. Our graduation rates are up, and our enrollment is rising for the fifth year in a row. I am confident that we will continue to see meaningful improvements across the district by focusing on programs like LIFT to attract, develop, and retain talented educators. Your dedication to your students is an inspiration to us all.

I am incredibly fortunate to have you as partners in this work, and am convinced that with your help, all students in all neighborhoods of our city will receive the education they deserve.

We are DCPS, and we are doing this!

Sincerely,

Kaya Henderson
Chancellor, DC Public Schools

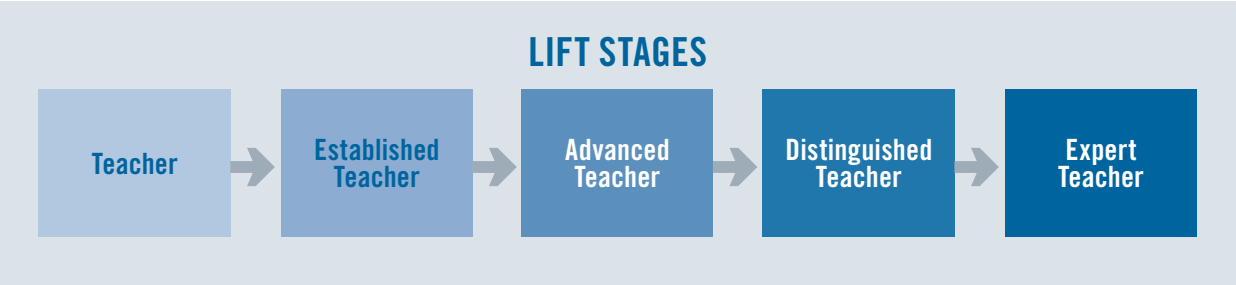
Beverlié Lord/Satsun Photogaphy

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 differentiated observations.

Increase Career Stability

Teachers can only advance further on the LIFT ladder — they cannot move backwards. This aspect of LIFT brings 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. In addition, 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, Former 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, Former NEA President

Basic Keywords

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 developing curriculum, mentoring colleagues, and participating in fellowships.

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 differentiated observations, additional compensation, and a variety of leadership opportunities.

	TEACHER	ESTABLISHED TEACHER
IMPACT Observations	Three formal observations each year.	Three formal observations each year.
Compensation	Normal compensation	Normal compensation
Sample Leadership Opportunities‡	**Positions:** Central Office opportunities, Chancellor's Teachers' Cabinet, DCPS Summer School, School Strategy & Logistics **Fellowships and Grants:** DonorsChoose.org, Fund for Teachers, Hope Street Group National Teacher Fellowship, Teacher Ranger Teachers, Washington Teachers' Union Teacher Leaders Program	*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 **School Point of Contact Positions:** ACCESS Chair, Burst, Read 180, Scholastic Reading Inventory **Fellowships and Grants:** America Achieves Education Champions Fellowship, Teach Plus Policy Fellowship, Teachers Central to Leadership Fellowship, Teachers for Global Classrooms Grant

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.

† 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.

‡ Beginning in 2015–2016, teachers who reached the Expert stage at a low-poverty school, and thus were ineligible for this additional compensation, can become eligible to earn this service credit and move to the PhD salary band if they move to a high-poverty school. For more information, see page 19.

ADVANCED TEACHER	DISTINGUISHED TEACHER	EXPERT TEACHER
Three formal observations each year.	Two formal observations each year.	At least one formal observation each year. Teachers with a score of at least 3.0 on their first observation will not receive a second observation, unless requested by the teachers. Teachers with a score below 3.0 on their first observation will receive a second observation.
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/LEAP Leader, Early Childhood Education LEAP Coach, LEAP Leader-Coach, 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 the opportunities and benefits at each stage, please refer to the following pages:

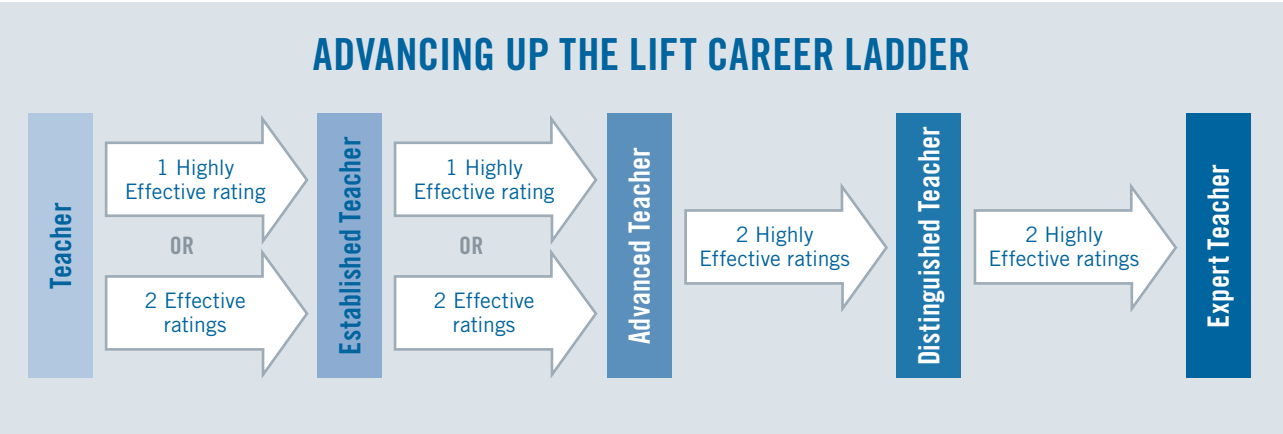
- Teacher stage, page 21
- Established Teacher stage, page 23
- Advanced Teacher stage, page 25
- Distinguished Teacher stage, page 27
- Expert Teacher stage, page 29

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



- 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 differentiated 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 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 Assistant Principal/LEAP Leader 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 2015–2016 and 2016–2017, qualifying you to move to the Distinguished Teacher stage for the 2017–2018 school year. However, you decide instead to serve as an Assistant Principal/LEAP Leader for the 2017–2018 school year. Regardless of your IMPACT rating in your non-teaching role, 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 2016–2017 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 2016–2017 school year.

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

Placement of experienced teachers at the Established Teacher level 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 differentiated 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

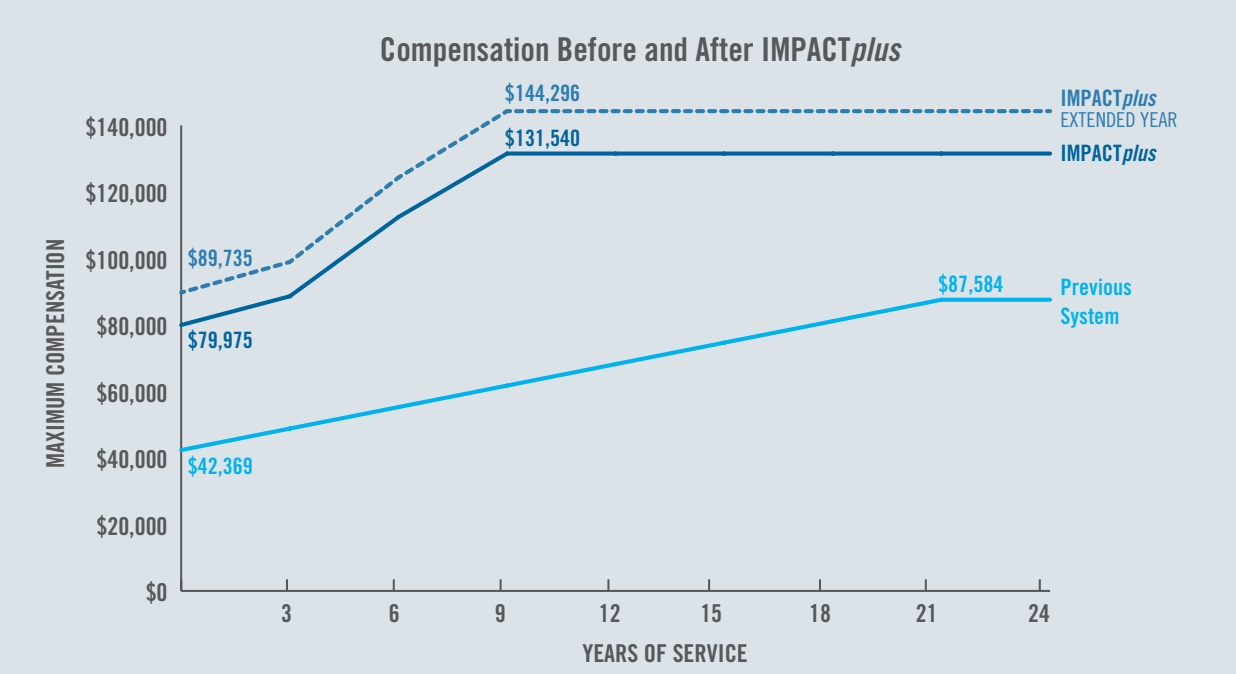
You can learn more about your LIFT level and how it was determined by emailing LIFT.DCPS@dc.gov or by calling the IMPACT/LIFT helpline at 202-719-6553.

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 $25,000 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.

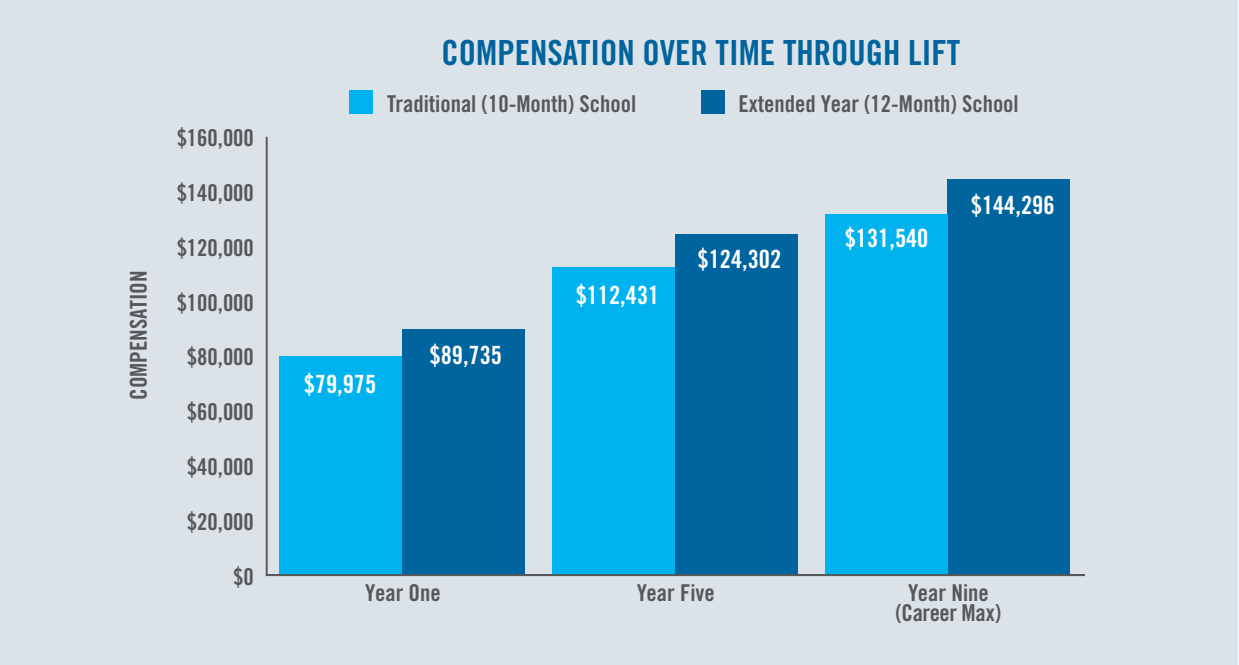
- Teachers who earn consistent **Effective** ratings at high-poverty schools are eligible for **base salary increases of up to $9,000** at the Advanced Teacher stage.
- **Base salary increases are tied to LIFT stages** with increases at the Advanced, Distinguished, and Expert Teacher stages for teachers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

The graph below represents maximum compensation over time for a hypothetical Group 1 teacher with a master's degree at a traditional (10-month) and extended year (12-month) school. This teacher works at a high-poverty school and earns Highly Effective ratings each year.



IMPACT*plus*

How does IMPACT*plus* work?

IMPACT*plus* for teachers 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 IMPACT GROUP 1	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 $5,000	Additional $10,000	$25,000
	Low	$2,000	Additional $1,000	n/a	$3,000

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 **http://dcps.dc.gov/page/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.

Why do teachers in Group 1 receive a special add-on?

Teachers in Group 1 are unique in that 50% of their IMPACT assessment comes from student achievement data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 teachers with higher bonuses.

How do I know if I am in Group 1?

If you are not sure of your IMPACT group, please log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

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 differentiated 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 2016–2017 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2017–2018 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 2016–2017 and 2017–2018 school years must be high-poverty.

If I reach the Expert stage at a low-poverty school, am I permanently ineligible for the base salary increase?

No. Formerly, upon reaching the Expert Teacher stage of the LIFT ladder, teachers were ineligible for the base salary increase (five-year service credit and promotion to the PhD band) if they served in a low-poverty school during their last year as a Distinguished Teacher or first year as an Expert Teacher. However, now, a teacher who reached the Expert Teacher stage at a low-poverty school, and so was not eligible for those increases, could become eligible for the base salary increase if he/she moves to a high-poverty school and subsequently earns two additional, consecutive Highly Effective ratings and then teaches in a high-poverty school in the following year. In this circumstance, the teacher would be awarded the base salary increase at the start of their third consecutive year in a high-poverty setting.

Please note that this rule applies only to teachers who entered the Expert Teacher LIFT stage immediately before or after teaching in a low-poverty school and so were not eligible for the service credits and education level promotion associated with that new stage. Teachers will not be offered a retroactive opportunity for the credits associated with the Advanced or Distinguished stages, and any teacher who was previously eligible for the service credits but declined them will not be offered a retroactive opportunity for the credits.

Teacher Profiles

Meet Kala Stepter

Kala Stepter began working with DC Public Schools in 2013 as a member of the Teacher Recruitment and Selection team. In 2015, she transitioned into a school through the DC Teacher Residency, a partnership between DCPS and Urban Teachers. She spent her residency year at Plummer Elementary school teaching 5th grade ELA and 4th grade math. This school year, she will be teaching 1st grade math at Browne Education Campus.

What Kala says: *"Opportunities for leadership allow not just veteran teachers, but novice teachers as well, to learn and grow. By exposing new teachers to new platforms and encouraging them to push their limits, LIFT enables new teachers to become leaders!"*

Meet Christopher Wade

Christopher originally came to Johnson Middle School in 2012 as a City Year Corps Member, an experience that opened his eyes to the rewards of working with kids. After this, he joined the Urban Teacher Center (UTC) and completed his residency year at Johnson. In 2014–2015, he began working as a math and science inclusion teacher. Outside of the classroom, Christopher serves as step coach, a DC Scores coach, and the **Associate Athletic Director** for his school, in addition to working with the school's track and field teams.

What Christopher says: *"LIFT is an opportunity to reward teachers for their efforts in the classroom. LIFT keeps highly effective teachers in education so that they continue to push our students to achieve the gains needed to be competitive in today's job market."*

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 **three formal observations** from an administrator. 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
- 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

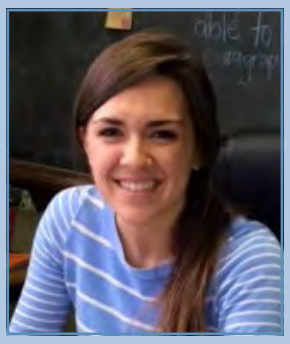
A teacher will advance from the Teacher stage to the Established Teacher stage once she or he has earned two consecutive Effective ratings or one Highly Effective rating while at the Teacher stage.

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 Kristy McCay

Kristy came to Eliot-Hine Middle School in 2012 after working with a respite center for kids with special needs in Virginia. As a member of the **Chancellor's Teachers' Cabinet,** Kristy appreciated the opportunity to be a voice for her special education students and share her perspective on the implementation of district initiatives in her classroom. She also serves as a **Family Engagement Collaborative Fellow,** an experience that has challenged her to engage with families through home visits and student-led conferences. This year, Kristy will serve as Special Education Coach as part of her school's **Teacher Leadership Innovation** team.

What Kristy says: *"Why DCPS? Where else am I going to get tailored coaching to help specific students succeed? Where else could I serve as a member of the Chancellor's Cabinet so early in my teaching career? Where else would I receive monthly professional development letters highlighting ways I can learn from, lead, or speak to others about education at the district, regional, and national level? This is why I stay in DCPS."*

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 **three formal observations** from an administrator. 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:

- Teacher Leadership Initiative (TLI) LEAP Leader
- 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 Adam Evans

Adam came to DC Public Schools after spending several years teaching in private schools in Georgia and South Carolina. He has always believed that quality public education is a civil right, and wanted a teaching opportunity that matched his passion for history. Through his five years at DCPS, Adam has taught all core high school Social Studies classes, has had the opportunity to develop curriculum for the district, and has served as a TLI Teacher Leader at Ballou SHS.

What Adam says: *"LIFT is important to me, as it provides recognition of consistent hard work and sustained high performance."*

Meet Natalia Fuller-Walker

After reading about 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 has also appreciated the opportunities to 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. If a teacher wants to do something different and take on a leadership role, with LIFT they can."*

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 **three formal observations** from an administrator. 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.

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

For example, let's imagine that it is the end of the 2016–2017 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 2017–2018 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.

Leadership Opportunities

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

- Principal
- Assistant Principal/LEAP Leader
- LEAP Leader-Coach
- 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 connected with teachers from all over the city, which allowed her to share her own strategies while learning 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. Vanessa was a **Presidential Award for Excellence in Mathematics and Science Teaching** finalist in 2014–2015.

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 from a neighboring school district in 2010 because he wanted to be a part of DCPS's efforts to close the achievement gap. In addition to serving as middle school teacher lead and data lead, Frank serves as a **Teacher Selection Ambassador,** recommending the most highly qualified teachers for students in DCPS. In this role, he has improved his own understanding of IMPACT and the teaching and learning process. In 2014–2015, Frank was named a winner of the **Rubenstein Award for Highly Effective Teaching.**

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

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

IMPACT Observations

Teachers at the Distinguished Teacher stage will receive **two formal observations** from an administrator**.** 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 2016–2017 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 2017–2018 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

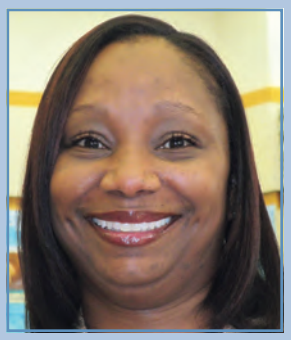
Leadership Opportunities

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.

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 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. Charisse was named an **Excellence in Teaching Award** winner and the **DCPS Teacher of the Year** at the 2015 **Standing Ovation** ceremony.

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."*

Meet Dionne Hammiel

A graduate of Orr Elementary and Wilson High School, Dionne joined DCPS as a pre-kindergarten teacher in 2000. During her eight years at Burroughs Elementary, she has participated in several math and early childhood education conferences, presented math professional development sessions to her colleagues, and served as head coach of the track team. She has also taught for several years in **DCPS Summer School.** In 2015, Dionne was selected as The Washington Post's **Agnes Meyer Award Winner for Outstanding Teaching,** crediting the support of her colleagues, school leaders, students, and family for the accomplishment.

What Dionne says: *"As an Expert Teacher, LIFT allows me to advance in my career and gives me the opportunity to take on various leadership roles. Having LIFT in place has also helped me to stay focused and strengthen my craft as a teacher. The idea of elevating my practice provides excitement and gives me the opportunity to grow and serve my students daily."*

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** from 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 observation, unless requested by the teacher. Eligible Expert teachers may choose to receive a second observation. After Cycle 1 ends, the teacher may log into the IMPACT database at http://impactdcps.dc.gov to indicate that he or she would like to receive his or her remaining observation. If the score from the first observation is less than 3.0, the teacher will automatically receive a second observation.

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.

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

For example, let's imagine that it is the end of the 2016–2017 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 2017–2018 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.

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.

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 **http://dcps.dc.gov/page/leadership-initiative-teachers-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

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Meet David Gesauldi

David began his career teaching health and physical education in Paraguay. After three years abroad, he returned to Washington, D.C. to teach at Anacostia High School, and then as a **T3 Teacher Leader** at Waler Jones Education Campus. During his five year tenure within DCPS, David has participated in the following fellowships: **TeachPlus, Capital Commitment Fellowship**, the **PEEL Fellowship,** and the **CityBridge Innovation in Education Fellowship,** and was a national finalist for the **TNTP Fishman Prize for Superlative Classroom Practice** during the 2015–2016 school year. For the 2016–2017 school year, David will be teaching at MacFarland MS and Roosevelt HS.

What David says: *"LIFT has allowed me to focus on the important work of teaching, while acknowledging my success."*

Education Policy Opportunities

America Achieves Fellowship for Teachers and Principals

EST ADV DIST EXP

The America Achieves Fellowship for Teachers and Principals enables the nation's best educators to impact education policy, practice, and public debates. The Fellows are a diverse group of teachers and principals from across the United States who are committed to improving academic outcomes for all students, strengthening their own professional learning, and amplifying their voices in conversations about public education. The foundation of the Fellowship is the belief that outstanding teachers and principals — people who have led students to breakthrough achievement and outcomes — are best positioned to drive improvements in education policy and practice. The America Achieves Fellowship helps such education experts expand their impact far beyond their schools.

The Fellowship selects educators who have proven outstanding results for students, demonstrated leadership in their school communities, and seek to expand their voice in public policy on establishing a higher bar for students, advancing the teaching profession, and family engagement.

Please visit 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 educators a voice in shaping the future of DCPS. Each year, 15–20 DCPS teachers and instructional coaches 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 from across the district.

All current DCPS teachers and instructional coaches 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/page/chancellors-teachers-cabinet. For more information, please contact teach.dcps@dc.gov.

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 and 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 2017 National Teacher Fellowship will open in fall 2016. 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 www.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 examining and influencing policy.

The WTU will provide participating teachers with opportunities to develop the knowledge and skills needed to effectively examine and 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 October. For more information, contact Dorothy Egbufor, WTU Chief of Staff, at 202-293-8600 or degbufor@wtulocal6.net.

Curricular Opportunities

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 educators per grade level on curriculum writing/revision teams during the summer. Fellows will strengthen existing curriculum developed during the summer of 2013. Fellows will receive admin premium pay, pending completion of their curricular documents. For more information, please contact margot.locker@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 and participated in **Teaching in Action** as a **Consulting Teacher.**

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."*

Meet Marcus Konde

After 11 years with Fairfax County Public Schools, Marcus began teaching 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."*

Cornerstones Developer

EST ADV DIST EXP

The Cornerstones Development Institute is an opportunity for DCPS educators spanning all content areas and grade levels. These educators work with Central Office leadership to collaboratively design Cornerstones, powerful lessons taught to all students in DCPS.

Cornerstones Developers strengthen existing curriculum using teacher feedback and student work products, develop new Cornerstone assignments, and lead professional development cohorts. Developers must possess deep content knowledge and experience in implementation.

Teachers may apply through an online application in early spring for the summer institute, and receive a stipend for their work. There are approximately 150 positions annually. Interested candidates should contact dcps.cornerstones@dc.gov.

Embassy Adoption Program

T EST ADV DIST EXP

Embassy Adoption Program (EAP) participants are 5th or 6th grade DCPS teachers at any LIFT stage who apply and are selected to participate in this 41-year-old global education program. Established in 1974, the EAP is a yearlong academic program and partnership of DCPS and Washington Performing Arts that connects classrooms with embassies and global representatives so that students can learn about other cultures, world geography, and international issues. EAP teachers attend two trainings and one reception each year, welcome diplomats and global partners into their classrooms, guide their students in preparing a final presentation for their partner, and lead their students in preparing for and participating in a United Nations simulation. Visit dcpsglobaled.org for more information.

Fundations Facilitator

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. For more information, please contact joanna.benjamin@dc.gov.

Sustainability Corps

EST ADV DIST EXP

The Sustainability Corps is a group of DCPS educators that will work with the Department of General Services (DGS) and the DCPS Office of Teaching and Learning to develop standards-aligned curricula that will engage students in solving real-world sustainability problems facing their schools. In SY 2016–2017, the Sustainability Corps theme is DCPS Recycles! with a focus on waste investigations. Corps members will lead green teams of students in participating in the DC Recycle Right competition and/or DC Reduce First challenge, and develop replicable, standards-aligned curricular activities around these challenges.

Teachers in the Sustainability Corps must be recommended by an Instructional Coach, curriculum specialist, or school leader, and must be familiar with CCSS-Math or NGSS. There are up to ten positions available annually. For more information, please contact beth.gingold@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. For more information, please contact joanna.benjamin@dc.gov.

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 Test 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 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.

Meet Pat Cunningham

A native Washingtonian who attended Bunker Hill Elementary, Backus Junior High School, and Roosevelt Senior High School, Pat started her professional career as a health, physical education, and swimming teacher at Shaw Junior High School. After retiring in Tennessee as a middle school principal, Pat returned home and rejoined DCPS at **Central Office,** working as a Specialist of Teacher Recruitment and Selection in the Office of Talent and Culture. She and her colleagues travel throughout the country to recruit the best teachers in the nation to provide a world-class education to every child in DCPS.

What Pat says: *"I feel honored and proud to be a part of a team that is relentless in our quest to recruit the best talent that the world has to offer for the students of the District of Columbia."*

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 now serves as the school's **ELA TLI Teacher Leader.** Katherine also participated in the **Teachers Central to Leadership Fellowship** in DCPS's Central Office during the summer of 2014, working with the Teacher Recruitment and Selection team in the Office of Talent and Culture.

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."*

Burst Point of Contact

EST ADV DIST EXP

The Burst:Reading point of contact is responsible for managing materials, coordinating instructional schedules, and monitoring the implementation of the site-based Burst Literacy Intervention program for kindergarten through fourth 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/TRC and Burst assessment procedures as well as knowledge of the technology and materials associated with the Burst cycle. Experience teaching Burst lessons in a variety of settings is preferred. For more information, contact joanna.benjamin@dc.gov.

Early Childhood Education (ECE) LEAP Coach

EST ADV DIST EXP

An ECE LEAP coach provides information, support, guidance, and leadership for other early childhood educators in her or his school. In this position, ECE LEAP Coaches 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 ECE LEAP Coach position at their schools. Applicants must be nominated by their principals, and selection will be made by the Office of Early Childhood Education. ECE LEAP Coaches 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.

Read 180 Point of Contact

EST ADV DIST EXP

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. For more information, please contact charlene.evans-smith@dc.gov.

Reading Inventory Point of Contact

EST ADV DIST EXP

The Reading Inventory (RI) 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 RI 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.

Teachers who are interested in serving as ~~an~~ RI point of contact should be familiar with Scholastic Achievement Manager (SAM), the RI 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~~ RI POC, the designee must attend one of the Reading Inventory (RI) trainings in August. For more information, please contact charlene.evans-smith@dc.gov.

Recruitment and Selection Opportunities

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. 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 1–5 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 20–25 teachers are chosen to serve as TSAs each year. Applications are available in early fall, with decisions made prior to Thanksgiving break. For more information, please contact nancy.wright2@dc.gov.

Coaching and Mentoring Opportunities

DC Teacher Residency Mentor Teacher

EST ADV DIST EXP

The DC Teacher Residency (DCTR) is a four-year program that prepares recent college graduates, career changers, and outstanding paraprofessionals to be highly effective teachers in DCPS schools. Supported by Urban Teachers (UT) in collaboration with the DCPS Office of Instructional Practice (OIP), DCTR will train residents in DCPS classrooms alongside high-performing mentor teachers for an entire academic year, in preparation for assuming a lead teaching role in the second through fourth years of the program. Mentor teachers are teachers of record with at least three years of teaching experience, who are at the Established (and preferably Advanced) LIFT stage or higher, and who will commit to serving as co-teachers with residents for a full academic year. In order to serve as mentor teachers, teachers must be recommended by their school leader and complete a short application expressing their interest. If selected as mentor teachers, they will be required to participate in training on their role, program expectations, and adult leadership practices (no

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. 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. Mike was named a 2014–2015 finalist for the **Presidential Award for Excellence in Mathematics and Science Teaching.**

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."*

Meet Camille Townsend

Leaving behind law school to pursue her lifelong dream of becoming a teacher, Camille joined Ketcham Elementary in 2005 as a DC Teaching Fellow. As a **Teacher Leadership Innovation Teacher Leader,** Camille supported her colleagues as the school's RTI-Data Coach. Serving in this role allowed her to improve as a teacher, a leader, and a coach as she found herself using some of the same strategies she used with her peers when she met with students, families, or community stakeholders. Camille was awarded an **Excellence in Teaching Award** at **Standing Ovation** in 2012, and now works as an **Instructional Coach** at Ketcham.

What Camille says: *"I choose to work in DCPS because I want to be a part of the struggle. I want to continue to work with the best, brightest, and often times overlooked students of Ward 8. I am not from D.C. but I love working in this community that has embraced me from day one. I will continue to support the students in this neighborhood and continue to attempt to level the playing fields for our children."*

more than one full day in total). Mentor teachers are educators who are eager and committed to co-planning and co-teaching with residents, including allowing residents a gradual increase in instructional responsibility over the school year. Furthermore, they must be proficient in observing and providing constructive feedback to residents on their implementation of lessons they have co-planned. Additionally, mentor teachers will collaborate with residents to gather student diagnostic and assessment data for residents to demonstrate their effect on student achievement over the year. There will be a 1:1 ratio of mentors to residents in the school, with most schools having two to four mentor teachers and residents. Mentor teachers will receive a stipend of $500 for their work with a resident during the academic year. For more information, please contact paige.hoffman@dc.gov.

LEAP Leader-Coach

ADV DIST EXP FT

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. Coaches work with teachers during collaborative and individual learning cycles, which provide a structure for gradually releasing teachers to learn new skills independently.

Beginning in the 2016–2017 school year, most coaches will lead LEAP Teams in their schools. LEAP is designed to help teachers develop their content expertise and become truly expert at teaching the DCPS Common Core-aligned curriculum and other course-specific content. To do this, teachers engage in a cycle of development in small, content-specific professional learning communities (LEAP Teams) led by content experts (LEAP Leaders). LEAP Leader-Coaches will lead one or more components of the LEAP professional learning model: the LEAP Seminar, the LEAP observation, and the 5P Debrief.

To qualify for the coach position, teachers must have at least three years of successful teaching, extensive content expertise, 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. For more information, please contact amelia.gannon@dc.gov.

Teacher Leadership Innovation (TLI) LEAP Leader

EST ADV DIST EXP

First launched in the spring of 2013, the Teacher Leadership Innovation (TLI) program is a unique opportunity for teachers and school leaders to implement innovative teacher leadership roles that allow a teacher to spend part of the day teaching and part of the day coaching their colleagues to improve instruction school-wide.

Beginning in the 2016–2107 school year, most TLI LEAP Leaders will lead LEAP Teams in their schools. LEAP is designed to help teachers develop their content expertise and become truly expert at teaching the DCPS Common Core-aligned curriculum and other course-specific content. To do this, teachers engage in a cycle of development in small, content-specific professional learning communities (LEAP Teams) led by content experts (LEAP Leaders). TLI LEAP Leaders will lead one or more components of the LEAP professional learning model: the LEAP Seminar, the LEAP observation, and the 5P Debrief.

Participants will receive release time to lead LEAP teams as well as extensive professional development and coaching to help them be successful in their new roles. TLI LEAP 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 January 2017. For more information, contact katie.burke@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 amelia.gannon@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 $1,800 per 45-hour course taught and additional stipends ranging from $250–$1,000 for facilitating three-hour modules, webinars, and special sessions throughout the school year during New Teacher Orientation and Union Leadership Institutes.

WTU Instructor recruitment season runs from March to May 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.

World Language Mentor Program

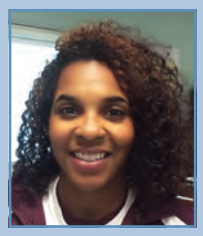
EST ADV DIST EXP

World Language Mentors are veteran DCPS teachers who mentor new teachers and teachers new-to-DCPS throughout their first year working with the district. Mentors are paired with World Language teachers who teach either their same language or grade level and must maintain weekly contact with their mentees to discuss planning, assessment, and lesson reflection. World Language Mentors commit to monthly meetings with their mentees held at Central Office to further cultivate relationships and to offer their support as mentees learn more about best practices in World Language Instruction and about the observation process with DCPS. Teachers must be at the Established LIFT stage or higher to apply. For more information, please contact margaret.white@dc.gov.

Meet Jamila Marston

Jamila joined DCPS in 2009 as a Teach For America corps member. In her seven years at Truesdell, she has participated in a variety of programs that have improved her instruction and expanded her impact. As a member of the **Common Core Math Corps,** Jamila delivered district-wide professional development to her colleagues, while serving as a **Teacher Selection Ambassador** gave her the opportunity to help great teaching candidates join the district. At her school, she has also created a Big Brother and Sister Mentorship Program and served on the Academic Leadership Team and Personnel Committee. Jamila was named a **Rubenstein Award for Highly Effective Teaching** winner during the 2014–2015 school year.

What Jamila says: *"I chose to work in DCPS because I wanted to make a difference for our nation's youth. D.C. Public Schools is a frontrunner in educational change. I am a firm believer in educational equity and that all children should be provided an education that closes the achievement gap. I have remained with DCPS because this district cultivates the leaders of tomorrow."*



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 an instructional coach at Ron Brown College Preparatory. 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."*

School Leadership Opportunities

Family Engagement Collaborative Fellowship

EST ADV DIST EXP

The Family Engagement Collaborative (FEC) is a year-long fellowship for PK–5 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 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.

Family Engagement Partnership Teacher Leads

EST ADV DIST EXP

Family Engagement Partnership (FEP) Teacher Lead positions are open to teachers who work at a Flamboyan Family Engagement Partnership (FEP) school. Leads will support their colleagues to implement the relationship-building and/or academic partnering components of the Family Engagement Partnership, and will also work with school leadership team and staff to make and execute plans to help the school and individuals meet their goals. FEP Teacher Leads will collaborate with the school leadership team and liaise with Flamboyan staff to plan and improve any family engagement initiatives at the school. Leads are given the oppportunity to meet and learn from their peers at other schools by participating in Flamboyan Professional Learning Community meetings. This opportunity will run from June 1, 2016–May 30, 2017, and Teacher Leads will receive a stipend of $1,000–$3,000 during this time. For more information, please contact natalie.foglia@dc.gov.

Flamboyan Teacher Trainer

EST ADV DIST EXP

The Flamboyan Teacher Trainer position is open specifically for teachers who have been previously trained by Flamboyan Foundation. Trainers will play a variety of roles. One focus will be on bolstering relationship-building training by sharing his/her own home visit experience, and the impact of home visits on themselves, and providing insight as a family engagement expert. The other focus will be on facilitating and delivering content during family engagement trainings to teachers and school leaders. Trainings will occur between May and September, with some trainings contuining until April, with a paid stipend of $35/hour. For more information about the Flaboyan Teacher Trainer opportunity, please contact natalie.foglia@dc.gov.

Mary Jane Patterson Fellowship (DCPS Aspiring Leaders Program)

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 a rigorous leadership development program designed to prepare high-potential DCPS employees for the principalship. Fellows complete a 30-month learning journey that is carefully aligned to the Leadership Framework standards and designed with targeted input from key DCPS leaders. Each Fellow serves as a resident principal under a DCPS Mentor Principal while participating in weekly cohort-based 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.

Potential Patterson Fellows are self-driven leaders who are able to authentically inspire students and empower adults. At a minimum, a candidate must be a current DCPS employee, have a master's degree, and have at least five years of pedagogical experience, including at least two years of teaching and one year of instructional leadership experience.

For more information about the Patterson Fellowship, please contact our team at patterson.fellowship@dc.gov.

Principal, Assistant Principal, Assistant Principal/LEAP Leader

ADV DIST EXP FT

Principals and assistant principals 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.

Most assistant principals, beginning in the 2016–2017 school year, will serve as assistant principal/LEAP Leaders in their schools. LEAP is designed to help teachers develop their content expertise and become truly expert at teaching the DCPS Common Core-aligned curriculum and other course-specific content. To do this, teachers engage in a cycle of development in small, content-specific professional learning communities (LEAP Teams) led by content experts (LEAP Leaders). In this role, content-expert assistant principals will lead one or more components of the LEAP model: the LEAP Seminar, LEAP observation, and the 5P Debrief.

Successful school leader 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.

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 school leadership opportunities, please visit www.joindcpublicschools.com or contact Lead.DC@dc.gov for more information.

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."*

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.

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."*

School Strategy & Logistics

T EST ADV DIST EXP FT

The School Strategy & Logistics (SSL) program was launched as the Strategic School Operations (SSO) pilot in SY 2014–15, with a Director or Manager of Strategy & Logistics as its cornerstone. The pilot began in 9 schools and has expanded to 60 schools for SY 2016–17. The program grew out of a need as identified by principals and teachers; they continuously cited operations and non-instructional aspects as obstacles in reaching the greatest student achievement. A Director/Manager of Strategy & Logistics will lead a school-based team charged with ensuring that all school operations are high-functioning so that school leaders and teachers can focus exclusively on student achievement and classroom instruction.

This new approach to operations staffing is intended to benefit school communities in several ways:

- Principals will be able to meaningfully delegate all non-instructional functions, allowing them more time to focus on instruction and people management.
- Teachers will have more support around operations, allowing them more time to focus on instruction.
- Operations staff will have direct managers with more time and capacity to fully support and develop them, resulting in increased opportunities for career advancement.
- Retention rates and overall morale will be higher among school leaders, teachers, and staff.

For more information about the School Strategy & Logistics program, please contact albert.edwards@dc.gov.

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, supporting LEAP, 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

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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

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 $1,000 prize. Recipients must be rated Highly Effective, have five years of teaching experience, including three in DCPS, and must be full-time, PK–12 teachers.

Please contact teach.dcps@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 2017 through December 2017. Sixteen to twenty 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 2017 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, including one to California in April 2017 during spring break. In addition, Fellows will design and lead blended learning pilot programs during the summer of 2017 and the 2017–2018 school year.

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 last 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 2014, 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."*

Meet Carol Brady

Upon completing Teach For America and working in Austin Public Schools, Carol joined DCPS in 2013 through the **Capital Commitment Fellowship** and is currently teaching at Van Ness Elementary. 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. She also participates in 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."*

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 www.citybridgefoundation.org/Collaboration/Fellowship. For more information, please contact john.rice@dc.gov.

DCPS-Ivymount Fellowship

EST ADV DIST EXP

The goal of the DCPS-Ivymount Fellowship is building DCPS capacity to serve students with high-functioning autism. DCPS-Ivymount Fellows will train and co-teach for one year with a team of Ivymount experts. The fellowship offers a variety of professional development opportunities, including didactic workshops, direct observations, coaching, co-teaching, mock lessons/role plays, and weekly check-ins.

This one-year fellowship is for DCPS teachers who have demonstrated an expressed commitment to students with autism spectrum disorder. Training will begin in July at the Ivymount School in Rockville. Teachers will be paid their DCPS salary; there is no additional stipend. For more information, please contact amanda.pewett@dc.gov.

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 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 for nomination, visit www.tntp.org/fishman-prize.

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 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.

Milken Educator Award

EST ADV DIST EXP

Established in 1987 as an initiative of the Milken Family Foundation, the Milken Educator Awards program rewards and inspires excellence in the world of education by honoring top educators around the country with $25,000 unrestricted awards. Not an accolade for "lifetime achievement" or the proverbial gold watch at the exit door, the Milken Educator Awards targets early-to-mid career education professionals for their already impressive achievements and, more significantly, for the promise of what they will accomplish in the future.

For more information, visit www.milkeneducatorawards.org.

National History Teacher of the Year

EST ADV DIST EXP

The National History Teacher of the Year Award recognizes outstanding K–12 American history teachers across the country. Any full-time educator of grades K–12 who teaches American history (including state and local history) is eligible for consideration. American history may be taught as an individual subject or through social studies, reading, language arts, and other subjects. Elementary school teachers (grades K–6) and middle and high school teachers (grades 7–12) are honored in separate categories in alternate years. The upcoming 2016 award will honor middle and high school teachers (7–12) and the 2017 award will honor elementary school teachers (K–6). Teachers can be nominated for either award throughout the year.

For more information, visit www.gilderlehrman.org.

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 to PBS LearningMedia Digital Innovation Summit in Washington, D.C., in June.

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

Meet Patricia West

Patricia is a DCPS graduate of School Without Walls and a 30-year veteran teacher who has served DCPS in a variety of leadership capacities. A Highly Effective teacher for seven consecutive years, she has taught sixth through twelfth grade social studies at CHOICE Academy for the past 14 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."*

Meet Jenna Paoletti

Jenna joined DCPS in 2011 as a music teacher at Bruce-Monroe Elementary. As a **Teaching in Action Consulting Teacher,** Jenna welcomed colleagues into her classroom to share best practices and refine her own teaching. In 2014, 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."*

Physical Education Emerging Leaders (PEEL) Fellowship

EST ADV DIST EXP

The Office of Teaching and Learning's Health and Physical Education department oversees the Physical Education Emerging Leaders (PEEL) Fellowship. The year-long PEEL Fellowship builds teacher capacity and establishes schools that serve as a district-wide model of implementing a successful Physical Education program and increasing physical activity opportunities for students. The fellowship runs from August 2016 to June 2017.

All current DCPS Health and Physical education teachers are encouraged to apply for the PEEL Fellowship. The application is available online each March and due in mid-April. For more information, contact trisha.nakano@dc.gov.

Presidential Awards for Excellence in Mathematics and Science Teaching

EST ADV DIST EXP

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the highest honors bestowed by the United States government specifically for K–12 mathematics and science (including computer science) teaching. Established by Congress in 1983, the PAEMST program authorizes the President to bestow up to 108 awards each year. Recipients of the award receive the following: a certificate signed by the President of the United States; a paid trip for two to Washington, D.C., to attend a series of recognition events and professional development opportunities; and a $10,000 award from the National Science Foundation.

In addition to recognizing outstanding teaching in mathematics or science (including computer science), the program provides teachers with an opportunity to build lasting partnerships with colleagues across the nation. This growing network of award-winning teachers serves as a vital resource for improving science, technology, engineering, and mathematics education and keeping America globally competitive.

Nominations are due in April. For more information, visit www.paemst.org.

Standing Ovation for DC Teachers

T EST ADV DIST EXP

Standing Ovation is an annual celebration of the district's highly effective educators and includes awards for teachers, support staff, and school leadership. Each year, nominees are interviewed by a panel including Central Office team members, previous award winners, principals, instructional superintendents, and other DCPS community members. Awards include Teacher of the Year, Principal of the Year, and New Teacher of the Year.

Learn more about Standing Ovation and previous award winners at www.standingovationfordcteachers.org. To nominate a colleague, please visit http://dcps.dc.gov/page/accolades-dcps-educators.

World Language Fellowship

T EST ADV DIST EXP

The World Language Teacher Leader Fellowship is an opportunity for current DCPS World Language teachers with at least two years teaching experience in DCPS to further develop their instructional practices, content knowledge, as well as leadership skills. Fellows will be involved in monthly professional development opportunities and will be expected to collaborate with World Language Specialists on a variety of topics and initiatives including, but not limited to the following: planning World Language events, facilitating professional development sessions for fellow teachers, and further developing World Language curricular resources and materials. For more information, please contact allyson.williams@dc.gov.

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

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The Albert Einstein Distinguished Educator Fellowship Program invites experienced STEM educators with a demonstrated excellence in teaching and leadership to apply for the 2017–2018 fellowship.

Selected teachers will spend 11 months in Washington, D.C., providing a professional educator's perspective on STEM policies and programs. Einstein Fellows may serve in a Congressional office or in a 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 receive a competitive monthly stipend and an allowance for professional travel and relocation.

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 U.S. 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 www.einsteinfellows.org.

Summer and Travel Opportunities

DCPS Summer School

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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/.

Meet Kristen Addison

Before joining Ludlow-Taylor Elementary in January 2011, Kristen previously taught in both charter schools and in surrounding public school districts. She now serves as the school's **Reading Specialist.** 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, Teaching in Action Consulting Teacher** program, 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."*

Extended School Year Instructional Analyst

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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 2017. 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 ed.gov.

Fund for Teachers

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Fund for Teachers invests in PK–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. More 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, 2016, and is due on January 30, 2017. Grant recipients are notified in April. For more information, please visit www.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 2017 and 2018) 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 www.learnzillion.com/dreamteam.

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 2016–2017 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 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 www.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 with teams across the Central Office.

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/page/teachers-central-leadership-tctl-fellowship-program. For more information, please contact teach.dcps@dc.gov.

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, policy fellows, 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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