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PUBLIC SCHOOLS

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DC MURIEL BOWSER, MAYOR



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# MacArthur High School

Staffing Information Session

Friday, February 10, 2023

# Outcomes

- Participants will meet and engage with the Principal to learn about his vision and information about the school.
- Participants will review and understand the interview process.
- Participants will learn about available positions at the school.
- Participants will learn about the DCPS Hiring process.

# Meet Dr. Harold McCray, Founding Principal



**18 years in Education:** 14 years in Prince George's County and 4 years in DCPS



**Experience Leading** Elementary & High School,  
Taught Middle School Math & Science



Philadelphia Native and Fan of the Philadelphia Eagles



Wife and two daughters



Member of Several Organizations (NASSP, NAESP, Real Men Teach, etc.)



# School Overview

Enrollment begins  
March 31, 2023!



School Phone

202-299-5506



School Website:

[dcps.dc.gov/macarthur](https://dcps.dc.gov/macarthur)

Email:

[dcps.planning@k12.dc.gov](mailto:dcps.planning@k12.dc.gov)

[harold.mccray@k12.dc.gov](mailto:harold.mccray@k12.dc.gov)



4530 MacArthur Blvd NW,  
Washington, DC 20007

We are accessible by Bus  
Located along the D6 route



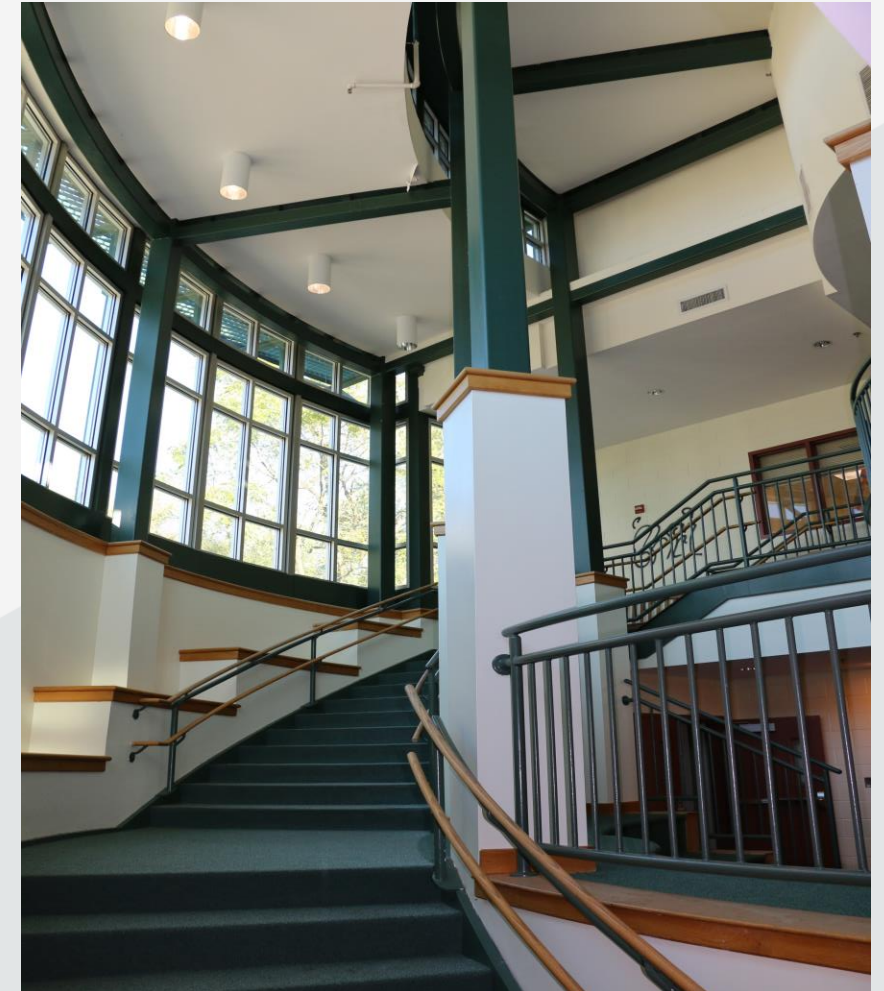
School Type

Comprehensive Neighborhood  
High School



SY23-24 Enrollment Goals

9th grade: 200 students  
10th grade: 50 students



# About MacArthur, DCPS's Newest Comprehensive High School

As a **comprehensive neighborhood high school**, MacArthur will offer:

- Rigorous academics
- Advanced Placement courses
- Career and Technical Education (CTE) Academies
- Innovative programming in the Arts; and
- Wide range of athletic and club options shaped by student interest.

By enrolling in MacArthur at its founding, the first cohorts of students will have access to exceptional leadership opportunities and will help to shape the character of DCPS's newest HS.

**MacArthur High School is looking for 9th and 10th graders for School Year 2023-24! We've set our goals to enroll 200 students for 9th grade and 50 students for 10th grade for our inaugural year.**



# Consider MacArthur



**Smaller, more intimate setting** - Ease into high school! MacArthur will only host approximately 250 9th and 10th grade students in SY-2023.



**Setting up a new school, new culture** – Students and staff will be key decision makers in setting culture, creating clubs and leading athletics. Imagine being a found staff member of a tradition.



**Stand out** - A smaller student body and staff will give people the opportunity to form close bonds with their colleagues, students, and principal!



**Students Considering Selective Schools/Private/Charters** - MacArthur expects to compete on every level by providing an intimate and rigorous academic experience.

# Principal's Vision for Teachers and Staff

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- Vision: To be the premier high school that provides high-quality instruction, upholds inclusive values and sets the standard in developing global leaders in society.
- Mission: MacArthur cultivates the next generation of global leaders who thrive in a safe and supportive learning environment that is conducive to rigorous academics and a well-rounded educational experience.

# Principal's Vision for Teachers and Staff

- **Academic Excellence**- rigorous honor courses, dual enrollment, AP courses, creative electives, arts, Engineering/Information Technology
- **High Performing Workplace**- focus on recruiting and retaining high quality educators, aligning professional development to the needs of the school, held accountability and maintain professional work culture
- **Safe & Supportive Environment**- Utilize and promote mental health, provide support for students and staff through various partnerships and organizations, prioritize recruiting social worker and school psychologist, school culture plan that is inclusive of all stakeholders
- **Family & Community Engagement**- development of our LSAT, PTO (PTSO), define family engagement as school, open houses, weekly communication, partnerships, University support, etc.
- **Athletics & Student Extracurriculars**: Interscholastic Athletic Association (Soccer, Basketball, SGA, Track & Cross Country, etc.)



# Principal's Vision for Teachers and Staff

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- Advanced level ELA courses for 9<sup>th</sup> grade & 10th Grade
- World languages in Spanish and Italian
- Honors courses for Math & Science
- Special Education
- Related Arts: Music, Art, Physical Education
- Advance Placement Courses for World History

# Graduation Excellence at MacArthur

All students must meet the DCPS graduation requirements. MacArthur will ensure all students meet our standard of excellence and have the support they need to thrive.

MacArthur will offer on-level and accelerated courses in all core subjects, at least 2 world languages, art and music, Career and Technical Education Academies, and electives. All students will also be supported to complete the District of Columbia's Community Service Requirement by graduation.

We are looking for teachers in all subjects, as well as various staffing positions.

## DCPS Graduation Requirements

	Subject	Credit
Core	<b>English</b>	4.0 credits
	<b>Math</b> (including Algebra I, Geometry, Algebra II)	4.0 credits
	<b>Science</b> (must include three lab sciences)	4.0 credits
	<b>Social Studies</b> (must include World History 1 and 2, United States History; United States Government, and District of Columbia History)	4.0 credits
	<b>World Language</b>	2.0 credits
Inner Core	<b>Art</b>	0.5 credits
	<b>Music</b>	0.5 credits
	<b>Health and PE</b>	1.5 credits
	<b>Electives</b>	3.5 credits
	<b>Total</b>	24.0 credits

# Specialized Content Areas

Registrar

Division of Specialized Instruction

Career and Technical Education

# Registrar

This position will be vital to the enrollment of future MacArthur students.

Enrollment for the 2023-24 School Year begins March 31<sup>st</sup>. This position will be filled as soon as possible.

## **Roles & Responsibilities**

- Enrollment, registration & attendance issues activities
- Serves as school-level support for the annual Enrollment Audit.
- Researches discrepancies of enrollment information and/or documentation for the purpose of ensuring accuracy of enrollment data before final processing and reporting.
- Participates in student recruitment and retention efforts, including but not limited to marketing and outreach.
- Informs administrators and/or counselors of possible student credit deficiencies and/or unusual placements for the purpose of ensuring student success.
- Assists families with understanding and completing the enrollment process to fidelity.

# Division of Specialized Instruction

## MISSION

DSI supports students with disabilities by providing schools and families with practical, evidence-based resources to make a high-quality education accessible to all learners.

## VISION

DCPS students with disabilities become thriving, independent members of society who will contribute to their communities and fulfill their highest potential.

# Special Education Programs Overview

MacArthur High School will support the Special Education programs within its feeder pattern. That means, students in special education programs at Hardy MS will also attend MacArthur HS. We look forward to an inclusive school community, serving students in three different programs and offering a range of related support services. To learn more about self-contained programs, visit <https://dcpsspecial.ed.wixsite.com/home/self-contained>.

Program	Program Description
Communication & Education Support (CES)	The Communication and Education Supports (CES) program is designed to meet the individual learning and behavioral needs of students with significant communication delays and significant behavior manifestations due to Autism diagnosis. Students in the CES program graduate with a High School Achievement Certificate (HSAC).
Independence & Learning Support (ILS)	The Independence and Learning Support (ILS) program is designed to meet the individual learning and adaptive functioning needs of students with intellectual disabilities. Students in the ILS program graduate with a High School Achievement Certificate (HSAC).
Deaf & Hard of Hearing (DHOH)	The DHOH Program uses Common Core aligned instruction to prepare students for employment and long-term independence. Most deaf students receive their instruction in American Sign Language (ASL), while others may only require the use an interpreter to access instruction.

# Special Education Course Pathways

<b>Program Type</b>	Deaf & Hard of Hearing (DHOH)	Communication & Education Support (CES)	Independence & Learning Support (ILS)
<b>Curriculum</b>	Common Core State Standards	Core Content Connectors	Core Content Connectors
<b>Testing</b>	PARCC	Alternate Assessment	Alternate Assessment
<b>Secondary Transition</b>	College and Career Prep CTE Courses	Workforce Development Project SEARCH	Workforce Development Project SEARCH
<b>Diploma Type</b>	Diploma	IEP Certificate	IEP Certificate

# CES and ILS Teacher Requirements

## CES Teacher candidate experience:

- Master's degree in special education, with a specialization in Autism Spectrum Disorders (ASD).
- Teaching students with ASD.
- The application of Applied Behavior Analysis (ABA) in an educational setting.
- Data collection on student behavior and progress.
- Formal training in ASD from a university or professional organization.
- Using instructional resources designed for students with significant language and cognitive delays.
- Modifying curriculum and lessons across a spectrum of needs.

## ILS Teacher candidate experience:

- Master's degree in special education, with a specialization in intellectual disabilities.
- Teaching students with intellectual disabilities.
- Working in a multi-age, multi-grade level self-contained classroom setting.
- Instructing children and young adults with significant language delays and significantly impacted adaptive skills.
- Using instructional resources designed for students with intellectual disabilities and cognitive delays.
- Modifying curriculum and lessons across a spectrum of needs.



# Deaf and Hard of Hearing Teacher Requirements

## DHOH Teacher Candidate Experience:

- Fluency in American Sign Language (ASL).
- Master's degree in special education, deaf education, or specialization in deaf education.
- Previous experience working in the education sector
- Experience working with deaf and hard of hearing children and young adults
- Experience working with students who are deaf and hard of hearing with disabilities, such as autism, intellectual disabilities, and specific learning disabilities
- Experience using instructional resources designed for students who are deaf and hard of hearing and experience with modifying curriculum across a spectrum of needs

# Inclusion SPED and Resource Teacher Requirements

## Inclusion SPED/Resource Teacher Candidate Experience:

- Master's degree in special education.
- Knowledge, skills, and dispositions associated with providing specific direct and indirect supports for students with disabilities.
- Ability to adapt curriculum, assessment, and lesson plans.
- Teaching students who are learning disabled, dyslexic, and/or present with attention deficit hyperactivity disorders.
- Integrating metacognitive strategies into daily instruction.
- Data collection, analysis, progress monitoring, and instructional planning.
- Familiar with co-teaching models and providing supplemental academic supports in general education setting.

# Career and Technical Education - CTE

The goal of District of Columbia Public Schools' (DCPS) Career and Technical Education Office is to ensure that DCPS schools are offering high-quality CTE programs of study and Career Academies that align with the District's high-wage, high-demand careers.



**“Preparing today’s students for the jobs of tomorrow”**

# Courses and Programs @ MacArthur HS\*: CTE

## Engineering

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.



*Program of study:*  
Aerospace Engineering

This course propels students' learning in the fundamentals of atmospheric and space flight.

## Information Technology

Students strengthen skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Projects and case problems include app development, visualization of data, cybersecurity, and simulation, and professional certifications.



*Program of study:*  
Computer Maintenance

Courses cover topics beyond coding, including app development, simulation, and cybersecurity.

\* final programming decisions will be made by the Principal in consultation with school staff

# CTE - Engineering Teacher

## RESPONSIBILITIES

- Incorporates technology daily while teaching using Project Lead The Way curriculum.
- Prepares students for engineering specific certification exams.
- Facilitates capstone project completion for students' Project Lead the Way certification.

## QUALIFICATIONS

- Bachelor's degree (degrees in Engineering, Technology or a related STEM field are preferred).
- Two or more years of industry experience in STEM.
- Preferred candidates must have participated or be willing to participate in appropriate PLTW training.
- Previous exposure to or experience in the education sector a plus.
- Strong instructional skills and classroom management preferred.
- Proficient in the use of educational technology to support instruction

# CTE - Information Technology Teacher

## RESPONSIBILITIES

- Prepare and deliver rigorous, engaging, and project-based instruction to students in grades 9-12 using CompTia curriculum.
- Incorporates educational technology into daily instruction.
- Highlights pathways to becoming an IT professional after high school.

## QUALIFICATIONS

- Bachelor's Degree (degree is an IT or related field preferred).
- Two or more years of industry related experience.
- Must hold an A+ certification.
- Previous exposure to or experience in the education sector a plus.
- Strong instructional skills and classroom management preferred.
- Proficient in the use of educational technology to support instruction.

# CTE - NAF Director

## RESPONSIBILITIES

Implements the Academy program in accordance with the NAF model, the DC CTE Strategic Plan, and the high school's comprehensive school plan, including but not limited to: Academy curriculum and integration across content areas; assessment, progress monitoring, and student support systems; orientation programs, events, and field trips; external activities, such as site visits, guest speakers, and industry seminars; and post-secondary support for alumni.

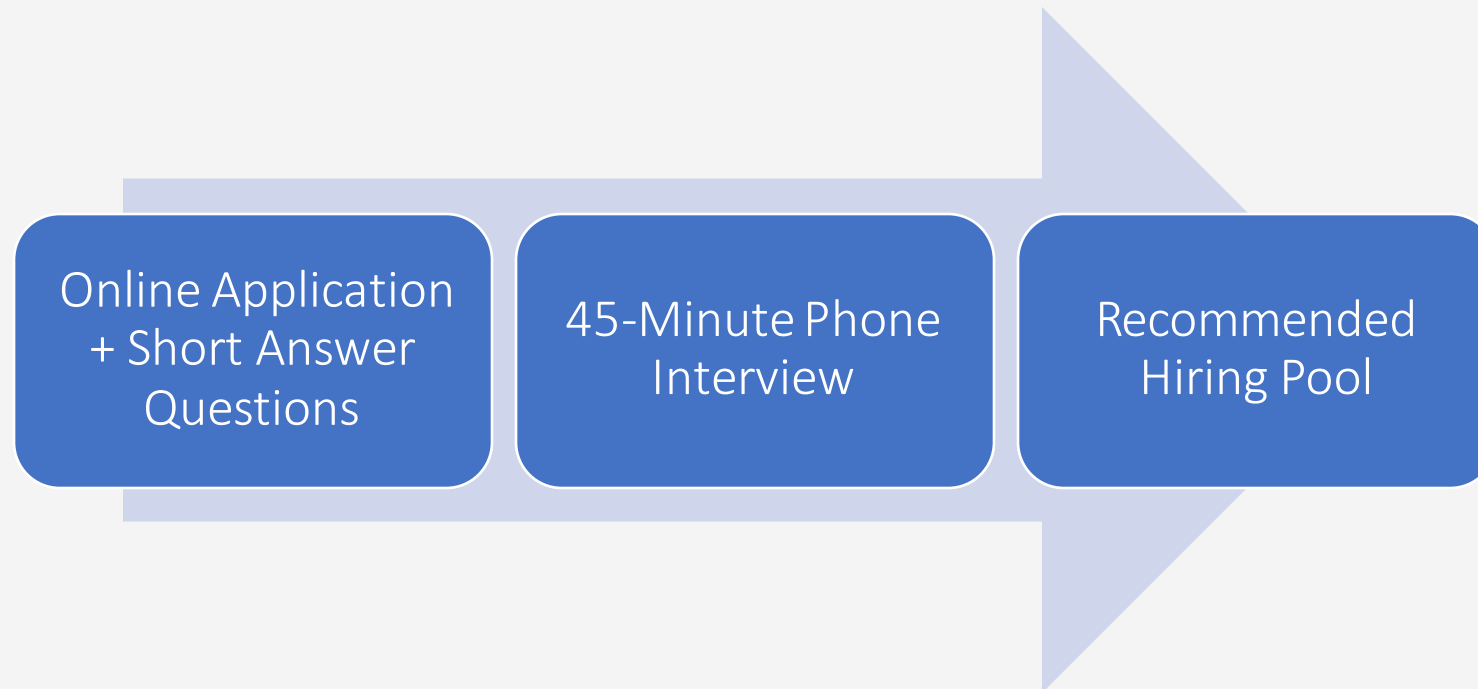
## QUALIFICATIONS

- Master's degree.
- At least seven years of related industry experience, including previous experience in a leadership capacity and experience creating and maintaining partnerships with external stakeholders.
- Previous exposure to or experience in the education sector a plus and Career and Technical Education (CTE) experience is preferred.
- Demonstrates knowledge of educational theory and practices
- Demonstrates knowledge of how to use instruction to reach student achievement goals.

# Talent Recruitment + Selection



# Selection Process – Teacher Recruitment



- Apply today by visiting [bit.ly/teacherapp23](https://bit.ly/teacherapp23) - our next application deadline is February 22!
- Reach out to the Talent Acquisition and Retention team at [teach.dcps@k12.dc.gov](mailto:teach.dcps@k12.dc.gov)

# Applying for Other DCPS Positions

- Interested in applying to other positions at DCPS? **Visit [bit.ly/careersDCPS](https://bit.ly/careersDCPS)**
  - Applications are currently open for: Assistant Principal, Educational Aide, Instructional Coach positions
  - Applications for School Psychologist, Social Worker, and School Counselor positions will open on Monday, February 13
- If you are applying for other positions that are not yet on the job board, please send your resume directly to Principal McCray and continue to check back on the job board as positions will be posted on a rolling basis throughout the coming months

# Hiring Process

# Differentiated Hiring Process

## Internal DCPS Hire (Lateral Transfer)

- SY 2023-2024 Application
- Selection from School Leader
- Update Background check
- Offer Letter

## Internal DCPS Hire (Promotions)

- SY 2023-2024 Application
- Selection from School Leader
- Update Background check
- Salary Determination
- Qualifications Review
- Offer Letter

## External DCPS Hire (New to DCPS or Former DCPS)

- SY 2023-2024 Application
- Selection from School Leader
- Background Check
- MDAT Screening
- Required Documentation
- Offer Letter

# Detailed DCPS Hiring Process

Dear [REDACTED]

Congratulations! You have been selected for the position of Teacher at Roosevelt HS for school year 2022-2023. This letter outlines the requirements that you must meet to be extended an official offer of employment with DC Public Schools. Your employment with DCPS will not be considered final until all required steps have been completed and your offer letter has been received and accepted. DCPS reserves the right to cancel this selection process at any time prior to the issuance of an official offer letter.

**You will only receive an official offer letter once you have taken the following steps and met all of the onboarding requirements included below. You are strongly encouraged to review all requirements and begin taking action within 48 hours:**

## **1. CRITICAL FIRST STEP: Submit the DCPS Clearance Application**

Completing the DCPS Employment Clearance Application is the first step to ensure that other key requirements are processed accurately. To access the application, [click here](#). Included in the application are the following critical steps:

a. Complete a Child Protection Register (CPR)/Sex Offender Registry (SOR) Check.

DC law requires all individuals seeking DCPS Clearance to complete a Child Protection Register (CPR) check. A CPR check is a civil, not a criminal, records check that establishes whether an individual has a record of substantiated abuse or neglect of a child.

When you are completing the Clearance Application, follow the instructions in the "Child Protection Register (CPR) Check" section.

- Select-for-hire email
- Mandatory Drug and Alcohol Testing (MDAT)
- Background Check
- Required Documentation
- Licensure (if applicable)
- Verification of Employment

# Compensation

- Verification of Previous Work Experience
- Educational Attainment (College/University Transcripts)
- Salary Determination
- Union Salary Scales

Resource:

<https://dcps.dc.gov/page/compensation>



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## VERIFICATION OF PREVIOUS EMPLOYMENT

Please forward this application to your previous employer and return to DCPS Staffing:  
EMAIL: [dcps.staffing@dc.gov](mailto:dcps.staffing@dc.gov) FAX: (202) 442-5316

*APPLICANT: PLEASE COMPLETE THIS SECTION*

EMPLOYEE NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ SSN: \_\_\_\_\_

FORMER SCHOOL OR PLACE OF EMPLOYMENT: \_\_\_\_\_

LOCATION: \_\_\_\_\_

TITLE OF POSITION: \_\_\_\_\_

I, \_\_\_\_\_ authorize the release of my employment history with my previous employer.  
Signature of Applicant

*THIS SECTION IS TO BE COMPLETED BY PREVIOUS EMPLOYER:*

Please check position type:

FROM: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_ TO: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_

FROM: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_ TO: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_

Check one:

This person was employed **full-time**.

This person was employed **part-time**

If **part-time**, please indicate the number of hours per week: \_\_\_\_\_

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 Substitute  Tutor

FROM: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_ TO: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_

Please indicate the number of hours per week: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Positions Available for August

- Assistant Principal
- Attendance Counselor
- Teachers (4 Core, SPED, ELL, Music, Art, PE, CTE, World Languages)
- Educational Aides
- Dean of Students
- SPED Manager
- Athletic Director
- Registrar
- Custodians
- Social Workers
- School Psychologist
- College and Career Coordinator
- NAF Academy Director

## What's Next? Principal's Timeline

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- Interviews will start Monday, February 13th
- 30-minute intervals for the interview
- All leadership and teaching positions will require Pre-Work
- All interviews will occur on Microsoft Teams
- All candidates who advance to being interviewed should expect to hear a decision within 3 business days after the interview.



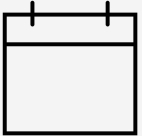
# Questions and Next Steps

# Next Steps

We hope you join the MacArthur family for School Year 2023-24!

Send your resume to [macarthurhs@k12.dc.gov](mailto:macarthurhs@k12.dc.gov) specifying the position you are applying for.

*Please be sure to formally apply on the DCPS portal*



Dates to remember:

- Next Teacher application deadline is **February 22**. Apply today: [bit.ly/teacherapp23](https://bit.ly/teacherapp23)
- Keep an eye out for other position postings available throughout Spring, as listed on [bit.ly/careersDCPS](https://bit.ly/careersDCPS)



Have more questions?

- General questions, or questions about school programming: [dcps.planning@k12.dc.gov](mailto:dcps.planning@k12.dc.gov)
- Questions about Talent Acquisition and Retention: [teach.dcps@k12.dc.gov](mailto:teach.dcps@k12.dc.gov)
- Questions about the hiring process: [Charelle.Jeffries@k12.dc.gov](mailto:Charelle.Jeffries@k12.dc.gov)
- To contact Dr. McCray: [Harold.McCray@k12.dc.gov](mailto:Harold.McCray@k12.dc.gov)