DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Teacher Leadership Innovation (TLI) Teacher Leader - Extended Year

Pay Plan: ET - 15 (11 Month)
Grade: ET
Step/Salary: 1-10 / $56,693 - $91,519
Location: Washington, DC

Certified 01-03-2017

Our public school students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees.

DCPS serves 48,750 students in the nation's capital through the efforts of approximately 4,000 educators in 115 schools. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

This fall, the Office of Instructional Practice will continue to implement LEAP (LEarning Together to Advance our Practice), a research-based professional development model designed to foster collaboration between and for the development of teachers. The Teacher Leadership Innovation (TLI), Teacher Leader along with other school-based LEAP Content Leaders (generally Assistant Principals and Instructional Coaches) will be primary drivers of this professional development model in order to improve teacher practice and increase student achievement. At its core, LEAP is about creating content-specific, school-based learning teams that engage in a weekly cycle of lesson planning, content knowledge development, formative observations, and student work analysis. The LEAP cycle is grounded in DCPS curricular resources and facilitated by a content-specific leader. As leaders of LEAP teams, the Teacher Leadership Innovation (TLI), Teacher Leader will spend at least 50% of their time in the classroom instructing students and the remainder of their time leading colleagues, and will receive an annual $2,500 extra duty pay for fulfilling Teacher Leadership Innovation (TLI) Teacher Leader responsibilities This position is a safety-sensitive position. As a result, throughout employment this position will be subject to the Employee Mandatory Drug and Alcohol Testing Policy.

The Teacher Leadership Innovation (TLI) Teacher Leader - Extended Year will report to the Principal.

Essential Duties and Responsibilities

The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

Teacher Leader Duties and Responsibilities:

- At the Elementary and Middle School level, TLI Teacher Leaders will be responsible for serving as a LEAP Content Leader in Literacy or Math, or as a TLI Teacher Leader in ECE, SPED, or Culture

- At the High School level, TLI Teacher Leaders, known as TLI Department Chairs, will be responsible for serving as a LEAP Content Leader for one of the following content areas: ELA, Math, Science, or Social Studies, or as a TLI Teacher Leader in SPED, or Culture
- Leads a content specific professional learning team through weekly cycles of lesson planning, content knowledge development, formative observations, and student work analysis tied to the DCPS curriculum (may not be relevant to SPED, Culture and ECE Roles)
- Facilitates teachers' understanding and implementation of the Common Core State Standards by developing and executing LEAP Cycles as well as informal (non-evaluative) observations and feedback (may not be relevant to SPED, Culture and ECE Roles)
- Develops teachers' practices by effectively employing coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, and observing)
- Analyzes teacher practices through ongoing classroom observations, data analysis, and examination of student work
- Attends professional development meetings, summer and school year trainings, and all required events led by the DCPS Office of Instructional Practice

Teacher Duties and Responsibilities:

- Thoughtfully plans daily lessons and implements specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary
- Demonstrates a strong content knowledge and understanding of culturally responsive pedagogy
- Uses assessment data to refine curriculum and inform instructional practices
- Be accountable for students' academic growth and increase each individual student's achievement; creates a positive, achievement-oriented learning environment
- Reflects on successes and areas of growth as a teacher, seeks to improve performance, and responds to feedback
- Participates in collaborative curriculum development, grade-level activities, and school-wide functions

Qualifications

Certified 01-03-2017

- Bachelor's Degree
- At least three years of successful teaching experience.
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- Knowledge of adult learning theory.
- Valid teaching license (or eligible for DC licensure).
- For ELA, Math, Science, and Social Studies LEAP TLI Teacher Leaders only: demonstrates proficiency in a specific content area of focus based on a content assessment administered by the LEAP Content Leader Selection Team.
- Internal DCPS applicants must be at the appropriate LIFT level (Established or higher) AND receive an overall rating of Effective or higher on their most recent IMPACT evaluation.
- Experience facilitating professional learning communities and professional development sessions.
- Demonstrates knowledge of how to use instruction to reach student achievement goals.
- Able to identify and describe effective instructional practices and how to provide feedback, coaching and professional development to teachers to improve the quality of instruction throughout the school.
- Demonstrates knowledge of educational theory and practices, including focus on standards-based instruction.
- Strong organizational and strategic planning skills; ability to balance multiple priorities in a fast-paced work environment.
- Exemplary interpersonal skills.

Personal Qualities of Top Candidates

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of central office performance and school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines; successfully manages own projects through strong organization, detailed workplans, and balancing of multiple priorities.
- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner.

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READ AND ACKNOWLEDGED:

Employee Signature: _____

Employee Name: _____

Supervisor Signature: _____

Supervisor Name: _____

Date: _____

DCPS Notice of Nondiscrimination:

The District of Columbia Public Schools (DCPS) is committed to ensuring that all of its employees act in conformity with federal and District of Columbia nondiscrimination laws, including Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, the District of Columbia Human Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008.

Accordingly, DCPS does not discriminate or tolerate discrimination against employees, applicants for employment, or students on the basis of actual or perceived race, color, religion, national origin, sex (including pregnancy), age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business.

DCPS also prohibits harassment based on any of the aforementioned protected traits and retaliation against a person because he or she has complained about discrimination, filed a charge of discrimination, or participated in a discrimination investigation or lawsuit.

Employees found to have engaged in prohibited discrimination, harassment, or retaliation will be subject to disciplinary action.

Notice of Non-Retaliation

District of Columbia Public Schools will not intimidate, threaten, coerce, discriminate against, retaliate or take adverse employment action against any employee, student, or volunteer that in good faith and with honest and non-malicious intent makes a report regarding potential violations of laws, regulations or policies.

Retaliation includes, but is not limited to, adverse job actions such as termination; denial of any bonus, benefit or training; reduction of salary or decrease in hours; or change in or transfer to a lesser position.

Individuals who violate this policy will be subject to the appropriate and applicable disciplinary process, up to and including termination.

The following Federal and District law concerning non-retaliation supports our Non-Retaliation Policy.

Title VII, Section 704(a), of the Civil Rights Act of 1964, as amended, states the following:

(a) Discrimination for making charges, testifying, assisting, or participating in enforcement proceedings

It shall be an unlawful employment practice for an employer to discriminate against any of his employees or applicants for employment, for an employment agency, or join labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs, to discriminate against any individual, or for a labor organization to discriminate against any member thereof or applicant for membership, because he has opposed any practice made an unlawful employment practice by this subchapter, or because he has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this subchapter.

DC Law 2-38 (Human Rights Act of 1977), Part G, Sec. 1-2525, states the following:

? 1-2525. Coercion or retaliation

(a) It shall be an unlawful discriminatory practice to coerce, threaten, retaliate against, or interfere with any person in the exercise or enjoyment of, or on account of having exercised or enjoyed, or on account of having aided or encouraged any other person in the exercise or enjoyment of any right granted or protected under this chapter.

(b) It shall be an unlawful discriminatory practice for any person to require, request, or suggest that a person retaliate against, interfere with, intimidate or discriminate against a person, because that person has opposed any practice made unlawful by this chapter, or because that person has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding or hearing authorized under this chapter.

(c) It shall be an unlawful discriminatory practice for any person to cause or coerce, or attempt to cause or coerce, directly or indirectly, any person to prevent any person from complying with the provisions of this chapter.

DC Municipal Regulations, Title 5, (Board of Education) Subsection 1401.2(z) states the following:

(z) Retaliation for reporting harassment and sexual harassment. An employee commits an offense under this provision when he/she retaliates against any person who reports alleged harassment or sexual harassment, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or sexual harassment. An employee retaliates against a person if, as a result of action taken by the employee described in the previous sentence, 1) such person is reasonably intimidated by verbal threats or physical conduct of the employee, or 2) such person is denied an opportunity, right or privilege to which he/she would otherwise be entitled, or 3) such person is subjected to detrimental treatment to which he/she would not otherwise be subjected.

Persons filing charges of discrimination are advised of these Non-Retaliation Policy and are instructed to notify the DCPS Equal Employment Opportunity Office, 1200 First Street, NE, 10th Floor, Washington, DC 20002, 202-442-5424, if any attempt at retaliation is made.

Americans with Disabilities Act (ADA)

The Office of Labor Management & Employee Relations (LMER) ensures that eligible employees receive benefits and opportunities equal to those provided to non-disabled employees. LMER also ensures that eligible disabled employees receive requested reasonable accommodations. Employees with inquiries regarding ADA policies should contact the Equal Employment Opportunity Unit, District of Columbia Public Schools, 1200 First Street, NE, 10th Floor, Washington, DC 20002, (202) 442-5424.

Applicants or employees with concerns about discrimination, harassment, or retaliation should contact:

Labor Management & Employee Relations, District of Columbia Public Schools, 1200 First Street, NE, 10th Floor, Washington, DC 20002, dcps.lmer@dc.gov,202-442-5424

or

D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

or

The U.S. Equal Employment Opportunity Commission, 131 M Street, NE, Fourth Floor, Suite 4NWO2F , Washington, DC 20507, 1-800-669-4000

Students, parents and guardians with concerns regarding disability discrimination should contact:

Heather Holaday, Section 504 Coordinator, Office of Teaching and Learning, District of Columbia Public Schools, 1200 First St, NE, 8th Floor, Washington, DC 20002, 202-645-6073

or

D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

Students, parents and guardians with concerns regarding sex discrimination should contact:

Heather Holaday, Section 504 Coordinator, Office of Teaching and Learning, District of Columbia Public Schools, 1200 First St, NE, 8th Floor, Washington, DC 20002, 202-645-6073

or

Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100, Telephone: 1-800-421-3481, TDD: 877-521-2172, FAX: 202-245-6840, Email: OCR@ed.gov

Students, parents and guardians, and others with concerns regarding discrimination may also utilize the DCPS grievance procedure process. Students, parents and guardians and others with discrimination concern should contact:

DCPS Chancellor?s Response Team, Office of the Chancellor, 1200 First Street, NE, 9th Floor, Washington, DC 20002, (202) 478-5738

or

Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100, Telephone: 1-800-421-3481, TDD: 877-521-2172, FAX: 202-245-6840, Email: OCR@ed.gov

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D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

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