



Michael DeAngelis



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On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Dear DCPS Community,

Throughout my thirteen years working with DCPS, I have been continually humbled and inspired by our students' talents, resilience, and potential. And I know that you, the educators in our schools, are the key to unleashing their brilliance and opening a world of possibilities for them.

Because so much depends on our ability to serve our students with excellence, we introduced the Teaching and Learning Framework and IMPACT in 2009 to focus us all on what it would take to make DCPS the highest performing district in the nation.

This year, we are working towards the same high expectations — but we are also committed to providing educators with better support. We are excited about the new curricular materials that we will put in teachers' hands as we begin to implement the rigorous Common Core State Standards. Teachers will also receive more intensive classroom guidance from instructional coaches, and we will launch an extensive library of professionally-produced lesson videos — filmed in DCPS classrooms — that will show great teachers in action. We have worked hard to provide other school-based staff members with high-quality professional development, and we will continue our efforts to make this support even better.

To learn more about these and other ways we will support you, please see the *Supporting Your Success* section of this guidebook.

As educators, we have the responsibility to put our students on a path to success now and later in life. Let this year be a chance to embrace it with renewed energy, focus, and optimism.

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools

PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis

GROUP 4: OVERVIEW

Who is in Group 4?

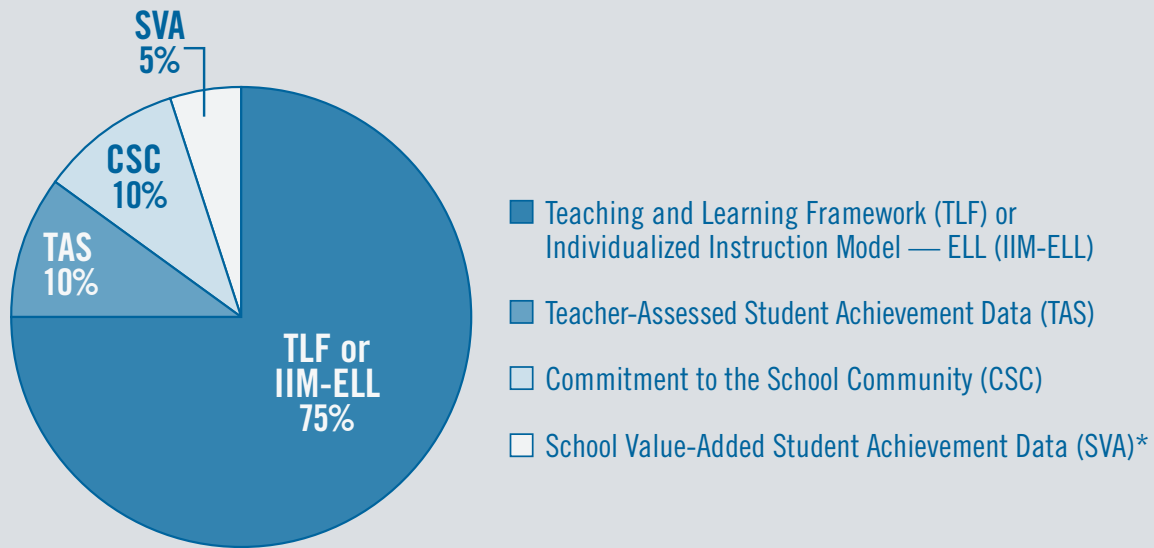
Group 4 consists of all non-itinerant English Language Learner (ELL) teachers.

What are the IMPACT components for members of Group 4?

There are five IMPACT components for members of Group 4. Each is explained in greater detail in the following sections of this guidebook.

- **Teaching and Learning Framework (TLF) or Individualized Instruction Model — ELL (IIM-ELL)** — These are both measures of your instructional expertise. Observers will use the Individualized Instruction Model when assessing a teacher who is supporting students while another teacher leads whole-class instruction. This component makes up 75% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. This component makes up 10% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 5% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 4



**In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for your school, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.*

TEACHING AND LEARNING FRAMEWORK (TLF)

What is the Teaching and Learning Framework?

The Teaching and Learning Framework is the school system's definition of effective instruction. It outlines the key strategies that we believe lead to increased student achievement. As the graphic to the right illustrates, the Framework has three "domains," or sections: Plan, Teach, and Increase Effectiveness.

Why do we need a Teaching and Learning Framework?

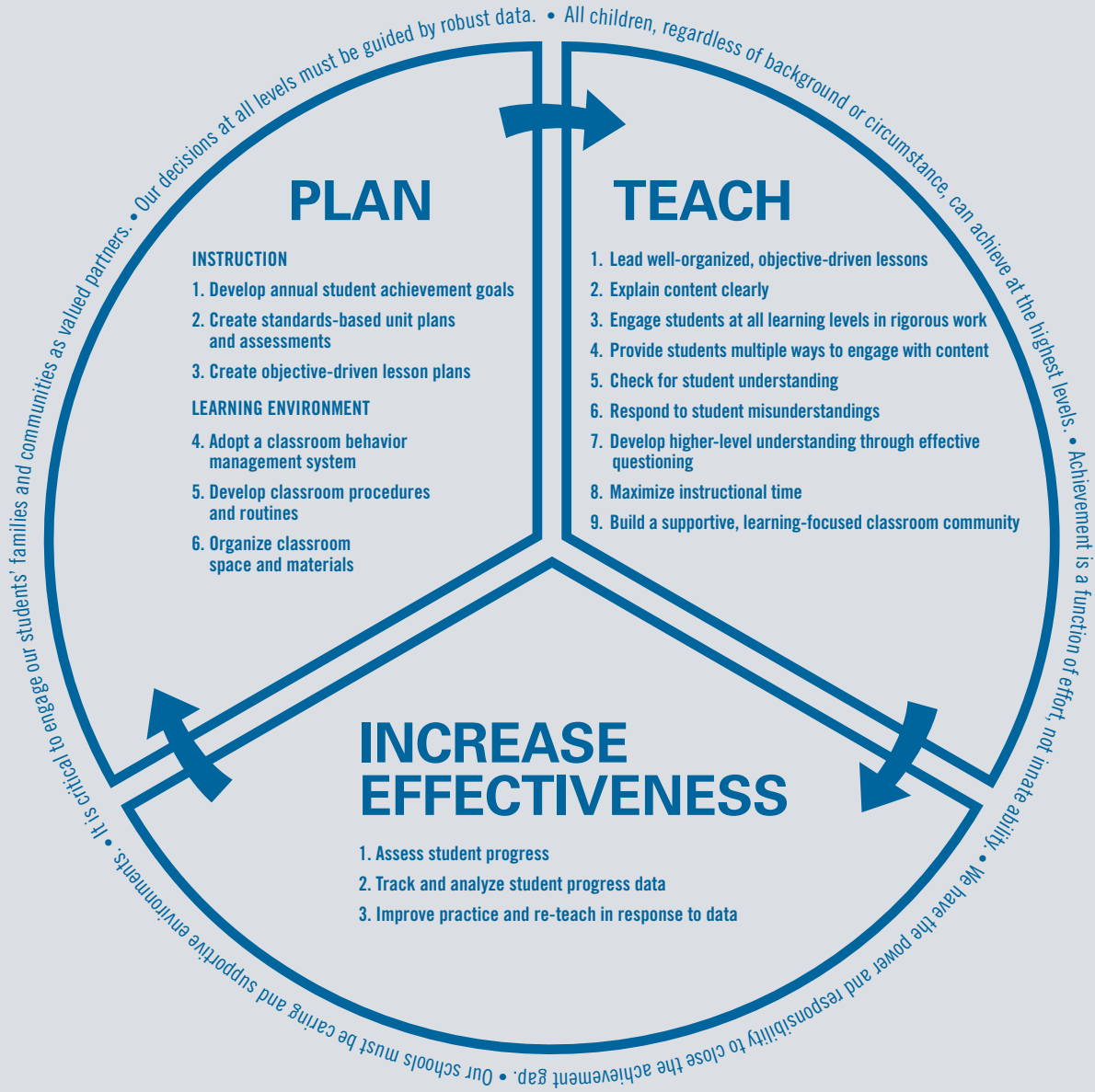
The Framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective instruction, which enables us to align all of our professional development. Second, it provides clear expectations for teachers, thereby creating the foundation for a comprehensive assessment system like IMPACT.

Who initially developed the Teaching and Learning Framework?

Teachers, administrators, instructional staff from the DCPS central office, and many others participated in the development of the Framework during the 2008–2009 school year. As part of that process, we consulted numerous sources, including:

- California's *Standards for the Teaching Profession*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teachers*
- Colorado's *Performance Based Standards*
- Connecticut's *Common Core of Teaching*
- Doug Reeves' *Unwrapping the Standards*
- Grant Wiggins & Jay McTighe's *Understanding by Design*
- Insight Education Group's *Strategic Design for Student Achievement*
- Martin Haberman's *Star Teacher*
- Massachusetts' *Principles for Effective Teaching*
- Mike Schmoker's *Results Now*
- National Board's *Professional Teaching Standards*
- New Teacher Center's *Developmental Continuum*
- New York State's *Teacher Certification Framework*
- North Star Academy's *Teacher Evaluation Rubric*
- Research for Better Teaching's *Skillful Teacher*
- Robert Marzano's *Classroom Instruction that Works*
- Robert Pianta's *Classroom Assessment Scoring System*
- Teach for America's *Teaching as Leadership*
- Texas' *TxBess Framework*

TEACHING AND LEARNING FRAMEWORK



How will my proficiency in the Teaching and Learning Framework be assessed?

Your proficiency will be assessed through formal classroom observations according to the rubric at the conclusion of this section.

Will I be assessed on the entire Teaching and Learning Framework this year?

No. We are only assessing teachers on the Teach domain during the 2011–2012 school year.

How many formal observations will I have?

You will normally have five formal observations: three by an administrator (principal or assistant principal) and two by an impartial, third-party observer called a master educator. Some exceptions are described later in this guidebook in the Putting It All Together section.

How will teachers who have earned Highly Effective ratings two years in a row be assessed this year?

Teachers who have earned Highly Effective ratings during both of the last two school years will receive two observations by December 1 — one conducted by an administrator and one conducted by a master educator (see the next page for more information). If the average score from these two observations is 3.5 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive observations for the rest of the year. If the average score is below 3.5, the teacher will continue on the normal observation schedule.

Please note that teachers who are shared between two schools will receive an observation by each of their administrators by December 1. These scores will then be averaged together, along with the score from the first master educator observation, to determine whether shared teachers are eligible for a reduced number of observations this year.

What is a master educator?

A master educator is an expert practitioner in a particular content area who will serve as an impartial observer of your practice. The master educators are not school-based. Instead, they travel from school to school to conduct their observations. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, please understand that a perfect pairing cannot always be achieved.

Where did the idea for the master educators come from?

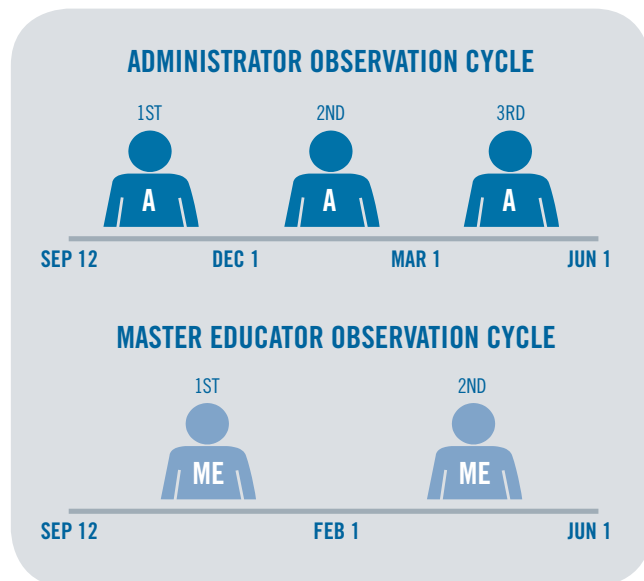
The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher, who was familiar with their content area, to be a part of the assessment process.

When will my formal observations occur?

Over the course of the year, your administrator (principal or assistant principal) will conduct three formal observations and a master educator will conduct two. The first administrator observation will occur between September 12 and December 1, the second between December 1 and March 1, and the third between March 1 and June 1. The first master educator observation will occur between September 12 and February 1. The second will occur between February 1 and June 1.

Will the formal observations be announced or unannounced?

The first administrator observation will be announced. All other observations will be unannounced.



How long will the formal observations last?

Each formal observation will be at least 30 minutes.

Can I provide my master educator with additional information about my class?

Yes. There may be contextual information that you wish to share with your master educator. For example, you may mention a particular student's IEP, provide clarification on the curricular model you are using, or share other information about your class, students, or lesson that would allow your master educator to give you more helpful comments and suggestions.

To provide this additional information, visit <http://impactdcps.dc.gov>. You may submit it at any time, but we encourage you to do so no later than 24 hours following your observation, so that your master educator has an opportunity to review it prior to writing your observation report and meeting with you during the post-observation conference.



Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share her/his ratings, provide feedback, and discuss next steps for professional growth.

Please note that your final post-observation conferences (Cycle 2 for master educator observations and Cycle 3 for administrator observations) must be completed by June 14.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by going to <http://impactdcps.dc.gov>.

How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the Teach domain of

the Teaching and Learning Framework. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your five observation scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Will I have any informal observations?

Administrators are encouraged to conduct informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

If I have additional questions about the Teaching and Learning Framework, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
TEACHING AND LEARNING FRAMEWORK (TLF)

TEACHING AND LEARNING FRAMEWORK (TLF)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/1	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/1	OVERALL <i>(Average of Cycles)</i>
TLF SCORE <i>(Average of Teach 1 to Teach 9)</i>	3.7	3.8	3.7	3.7	3.8	3.7
Teach 1: Lead Well-Organized, Objective-Driven Lessons	3.0	4.0	4.0	4.0	4.0	
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	4.0	
Teach 3: Engage Students at All Learning Levels	4.0	4.0	4.0	4.0	4.0	
Teach 4: Provide Students Multiple Ways to Engage	3.0	4.0	3.0	3.0	4.0	
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	3.0	
Teach 6: Respond to Student Misunderstandings	4.0	3.0	4.0	4.0	4.0	
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	4.0	
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	3.0	4.0	
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	4.0	3.0	



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: PLAN

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TLF P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS		
TLF P1A	Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.	Teacher develops a measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.
TLF P1B	All or nearly all students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
TLF P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS		
TLF P2A	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for each unit.	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; and 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”).
TLF P2B	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
TLF P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS		
TLF P3	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) matching instructional strategies to the lesson objectives.

LEVEL 2

LEVEL 1 (LOWEST)

<p>Teacher develops a measurable annual student achievement goal for her/his class.</p>	<p>Teacher develops a general annual student achievement goal for her/his class OR does not develop a goal at all.</p>
<p>Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.</p>	<p>Less than half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.</p>
<p>Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; and 2) articulating well-designed essential questions for each unit.</p>	<p>Teacher does not plan units by identifying the DCPS content standards that her/his students will master in each unit OR does not articulate well-designed essential questions for each unit.</p>
<p>For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.</p>	<p>For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.</p>
<p>Based on the long-term plan, the teacher plans daily lessons by identifying lesson objectives that are aligned to the DCPS content standards.</p>	<p>Teacher has little or no evidence of daily lesson planning based on the DCPS content standards.</p>



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS		
TLF T1	Teacher is highly effective at leading well-organized, objective-driven lessons.	Teacher is effective at leading well-organized, objective-driven lessons.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students can authentically explain <i>what</i> they are learning, beyond simply repeating back the stated or posted objective. • Students can authentically explain <i>why</i> what they are learning is important, beyond simply repeating the teacher’s explanation. • Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit’s essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson. • The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing. • The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning. • The lesson builds on students’ prior knowledge in a significant and meaningful way, as appropriate to the objective. • The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In all classes, objectives should be written in a student-friendly manner, using developmentally appropriate language. In early childhood classes, posting a written objective is not necessary.
3. In rare cases, it is not appropriate to state an objective for a lesson (for example, this might be true in an inquiry-based lesson or in an early childhood class that uses a Montessori or Reggio Emilia model). In these cases, an observer should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this is not stated to students.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at leading well-organized, objective-driven lessons.	Teacher is ineffective at leading well-organized, objective-driven lessons.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson. • The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language. • The teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective. • The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson. • Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught. • The teacher may not state the objective, or students may be unclear or confused about what they will be learning and doing. • The teacher may not explain the importance of the objective, or students may not understand its importance. • The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective. • The lesson may be generally disorganized. Different parts of the lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective.

4. In some lessons (for example, center time in an early childhood or elementary class), different groups of students might be working toward a variety of different objectives. In these cases, it is not always necessary to have distinct objectives posted for each center or different activity. However, observers should assess whether each center or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, different groups of students might be working on a variety of activities that do not clearly build on each other or on what happened previously in the lesson. In these cases, observers should assess the extent to which these activities are themselves well-organized.

5. For some parts of a lesson (for example, a morning meeting in an early childhood class or a skill-building warm-up), it may be appropriate for a teacher not to have a distinct objective or to have an objective that does not align with the objective for the rest of the lesson. In these cases, an observer should assess this standard for the remainder of the lesson. Furthermore, an observer in these situations should not lower the teacher's score for lesson organization, but instead should assess the connection of the other parts of the lesson to each other.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 2: EXPLAIN CONTENT CLEARLY		
TLF T2	Teacher is highly effective at explaining content clearly.	Teacher is effective at explaining content clearly.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible. • The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. • When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. • Explanations provoke student interest in and excitement about the content. • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations of content are clear and coherent, and they build student understanding of content. • The teacher uses developmentally appropriate language and explanations. • The teacher gives clear, precise definitions and uses specific academic language as appropriate. • The teacher emphasizes key points when necessary. • When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept. • Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it.

Note:

1. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at explaining content clearly.

The following best describes what is observed:

- Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content.
- Some language and explanations may not be developmentally appropriate.
- The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so.
- The teacher may only sometimes emphasize key points when necessary, so that students are sometimes unclear about the main ideas of the content.
- When an explanation is not effectively leading students to understand the concept, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation.
- Students may ask some clarifying questions showing that they are confused by the explanations.

Teacher is **ineffective** at explaining content clearly.

The following best describes what is observed:

- Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content.
- Much of the teacher's language may not be developmentally appropriate.
- The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language when it is appropriate to do so.
- The teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content.
- The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept.
- Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK			
TLF T3	Teacher is highly effective at engaging students at all learning levels in rigorous work.		Teacher is effective at engaging students at all learning levels in rigorous work.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to all students at different learning levels. • The teacher makes the lesson challenging to all students at different learning levels. 		<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student’s level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson. • The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student’s level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson. • There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at engaging students at all learning levels in rigorous work.

Teacher is **ineffective** at engaging students at all learning levels in rigorous work.

The following best describes what is observed:

- The teacher makes the lesson accessible to most students; some students may not be able to access certain parts of the lesson.
- The teacher makes the lesson challenging to most students; some students may not be challenged by certain parts of the lesson.
- While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate.

The following best describes what is observed:

- The lesson is not accessible to most students.
- The lesson is not challenging to most students.
- The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 4: PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT		
TLF T4	Teacher is highly effective at providing students multiple ways to engage with content.	Teacher is effective at providing students multiple ways to engage with content.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more. The ways students engage with content all promote student mastery of the objective.

Notes:

- Teachers should receive credit for providing students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or for using other effective teaching strategies.
- A teacher can also be given credit for giving students multiple ways of engaging with content even when all of the ways target the same modality or intelligence. For example, a teacher may show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide students with different ways of engaging with the same content and should be credited as such.
- For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of engaging with content if the teacher shows a visual illustration but most students are not paying attention, or if the teacher asks students to model parallel and perpendicular lines with their arms but most students do not participate.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing students multiple ways to engage with content.

Teacher is **ineffective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The teacher provides students more than one way to engage with content, but not all of these may be well matched to the lesson objective; or, the teacher may only give students two ways to engage with content when using an additional way would have been more appropriate to the objective (for example, a lesson introducing fractions that involves only auditory and interpersonal but not visual or tactile/kinesthetic ways).
- Some ways provided do not promote student mastery of the objective.

The following best describes what is observed:

- The teacher provides students with more than one way to engage with content, but most of these may not be well matched to the lesson objective; or, the teacher may only give students one way to engage with the content.
- Most or all ways provided do not promote student mastery of the objective; or, some ways may detract from or impede student mastery.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 5: CHECK FOR STUDENT UNDERSTANDING		
TLF T5	Teacher is highly effective at checking for student understanding.	Teacher is effective at checking for student understanding.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding at all key moments. • Every check gets an accurate “pulse” of the class’s understanding. • The teacher uses a variety of methods of checking for understanding. • The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice). • The teacher gets an accurate “pulse” of the class’s understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary. • If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way.

Notes:

1. A teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the “pulse”). As long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable a teacher to get the “pulse” of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the “pulse” of the class because the teacher gained enough information to be able to adjust subsequent instruction.
2. For some lessons, checking the “pulse” of the class may not be an appropriate standard. For example, if students are spending the majority of the period working on individual essays and the teacher is conferencing with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, the teacher should be judged based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.
3. In some lessons, it can be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, a teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a high score on this standard.
4. All of the techniques in the list of examples to the right can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must be appropriate to the objective and yield information that can inform instruction and thus succeed in getting the “pulse” of the class’s understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at checking for student understanding.

The following best describes what is observed:

- The teacher sometimes checks for understanding of content, but misses several key moments.
- The teacher gets an accurate “pulse” of the class’s understanding from most checks.
- If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher attempts to make the appropriate adjustment but may not do so in an effective way.

Teacher is **ineffective** at checking for student understanding.

The following best describes what is observed:

- The teacher rarely or never checks for understanding of content, or misses nearly all key moments.
- The teacher does not get an accurate “pulse” of the class’s understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding.
- If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.

Examples of checks for understanding:

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Conferencing with individual students
- Drawing upon peer conversations/explanations
- Having students respond on white boards
- Having students vote on answer choices
- Moving around to look at each group’s work
- Observing student work in a structured manner
- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using role-playing
- Using “think-pair-share”



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 6: RESPOND TO STUDENT MISUNDERSTANDINGS		
TLF T6	Teacher is highly effective at responding to student misunderstandings.	Teacher is effective at responding to student misunderstandings.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher responds to almost all student misunderstandings with effective scaffolding. • The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. • The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds to most student misunderstandings with effective scaffolding. • When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept. • If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding.

Notes:

1. At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (for example, at the beginning of an inquiry-based lesson, or when stopping to respond to a single student’s misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should be sensitive to these situations and not penalize a teacher for failing to respond to misunderstandings immediately when it would be more effective to wait, provided that the teacher makes some arrangement to address the misunderstandings later and makes this clear to the students.
2. All of the techniques in the list of examples to the right can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective, and thus succeed in addressing the student’s misunderstanding.
3. If there are no evident student misunderstandings during the 30-minute observation, this category should be scored as “Not Applicable.”

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to some student misunderstandings with effective scaffolding.
- The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective.
- The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Teacher is **ineffective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to few student misunderstandings with effective scaffolding.
- The teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective.
- The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Using cue cards
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using manipulatives or a hands-on model
- Using “think-alouds”



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
TLF T7	Teacher is highly effective at developing higher-level understanding through effective questioning.	Teacher is effective at developing higher-level understanding through effective questioning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher asks higher-level questions at multiple levels of Bloom’s taxonomy, if appropriate to the lesson. • Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. • Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher frequently develops higher-level understanding through effective questioning. • Nearly all of the questions used are effective in developing higher-level understanding. • The teacher uses a variety of questions.

Notes:

1. A teacher may ask higher-level questions in response to students’ correct answers, as part of the delivery of content, or in another context. All of these uses of questioning should be included in the assessment of this standard.
2. A teacher should receive credit for developing higher-level understanding by posing a more difficult problem or setting up a more challenging task, even if these are not necessarily phrased as questions.
3. At some points in a lesson, it is not appropriate to immediately ask questions to develop higher-level understanding (for example, if students are rehearsing a basic skill). A teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a 30-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored as “Not Applicable.”
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. For example, in a high school history lesson on the Industrial Revolution, a teacher should be asking questions to develop higher-level understanding much of the time. In contrast, in a part of a lesson on the appropriate use of punctuation, a teacher might not do so quite as frequently. Still, questioning to promote higher-level understanding should be present in *every* lesson.
5. All of the techniques in the list of examples to the right can be effective types of questions to develop higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as effective, the question must be well-executed and appropriate to the objective and thus succeed in developing higher-level understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at developing higher-level understanding through effective questioning.

Teacher is **ineffective** at developing higher-level understanding through effective questioning.

The following best describes what is observed:

- The teacher sometimes develops higher-level understanding through effective questioning.
- Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students.
- The teacher may repeatedly use two or three questions.

The following best describes what is observed:

- The teacher rarely or never develops higher-level understanding through effective questioning.
- Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking.
- The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers.

Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 8: MAXIMIZE INSTRUCTIONAL TIME			
TLF T8		Teacher is highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.	Teacher is effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.
		<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do. • Transitions are orderly, efficient, and systematic, and require little teacher direction. • Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • Students share responsibility for the operations and routines in the classroom. • The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do. • The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. • Transitions are generally smooth with some teacher direction. • Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • The teacher spends an appropriate amount of time on each part of the lesson. • The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class). • Inappropriate or off-task student behavior rarely interrupts or delays the lesson.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

Teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.
- Transitions are fully directed by the teacher and may be less orderly and efficient.
- Students may be idle for short periods of time while waiting for the teacher.
- The teacher may spend too much time on one part of the lesson (for example, may allow the opening to continue longer than necessary).
- The lesson progresses at a moderate pace, but students are sometimes disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.

The following best describes what is observed:

- There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.
- Transitions are disorderly and inefficient.
- Students may be idle for significant periods of time while waiting for the teacher.
- The teacher may spend an inappropriate amount of time on one or more parts of the lesson (for example, spends 20 minutes on the warm-up).
- The lesson progresses at a notably slow pace, and students are frequently disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY		
TLF T9	Teacher is highly effective at building a supportive and learning-focused classroom community.	Teacher is effective at building a supportive and learning-focused classroom community.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher. • Students may give unsolicited praise or encouragement to their peers for good work, when appropriate. • Student comments and actions demonstrate that students are excited about their work and understand why it is important. • There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences. • Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges. • The classroom is a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly. • Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions. • The teacher meaningfully reinforces positive behavior and good academic work as appropriate. • The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Brief interruptions due to student excitement (for example, when a student accidentally shouts out an answer because s/he is excited to respond to the question) should not be counted against a teacher unless they occur constantly and significantly interfere with the lesson or with the ability of other students to respond.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at building a supportive and learning-focused classroom community.

Teacher is **ineffective** at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students are generally engaged in their work but are not highly invested in it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.
- Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.
- Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt, or might be respectful and attentive to the teacher, but not to their peers.
- The teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way.
- The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students.

The following best describes what is observed:

- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
- Students are generally not willing to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.
- Students may frequently be disrespectful to the teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the teacher or their peers are speaking.
- The teacher may never reinforce positive behavior and good academic work, or s/he may do so for only a few students.
- There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TLF IE1: ASSESS STUDENT PROGRESS		
TLF IE1	Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.	Teacher: 1) routinely uses assessments to measure student mastery of content standards; and 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).
TLF IE2: TRACK AND ANALYZE STUDENT PROGRESS DATA		
TLF IE2	Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least half of the students know their progress toward mastery.	Teacher: 1) routinely records the student progress data gathered in IE 1; and 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.
TLF IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA		
TLF IE3	In response to IE 2, the teacher: 1) re-teaches , as appropriate; 2) modifies long-term plans , as appropriate; and 3) modifies practice , as appropriate.	In response to IE 2, the teacher: 1) re-teaches , as appropriate; and 2) modifies long-term plans , as appropriate.



Bel Perez Gabilondo



Meaghan Gay

LEVEL 2

LEVEL 1 (LOWEST)

Teacher routinely **uses assessments** to measure student mastery of content standards.

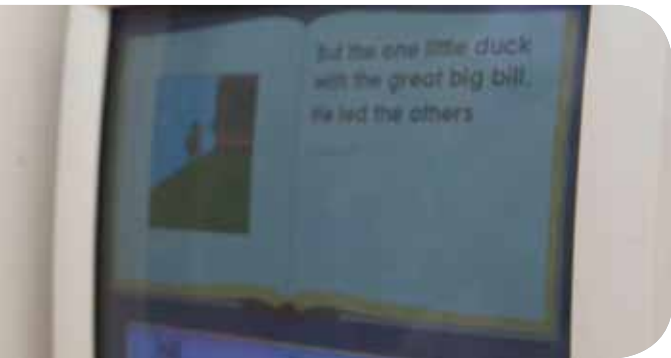
Teacher **does not routinely use assessments** to measure student mastery of content standards.

Teacher routinely **records** the student progress data gathered in IE 1.

Teacher **does not routinely record** student progress data gathered in IE 1.

In response to IE 2, the teacher **re-teaches**, as appropriate.

Teacher **does not re-teach**.



Michael DeAngelis

INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL)

What is the Individualized Instruction Model — ELL?

The Individualized Instruction Model — ELL defines effective instruction in situations where English Language Learner co-teachers support various students in a class but do not lead whole-class instruction. The IIM-ELL rubric parallels the Teach domain of the Teaching and Learning Framework (TLF).

Why was the IIM-ELL rubric developed?

Sometimes, an English Language Learner teacher in a co-teaching setting may spend a 30-minute observation period supporting various students in the class but never leading whole-class instruction. We received feedback from both teachers and administrators asking for more clarity in how teachers in these settings should be assessed.

How do I know whether the TLF or IIM-ELL rubric will be used for my observation?

If you are observed leading instruction, either with a co-teacher or separately with a small group of students (whether in a pull-out setting or within a larger class), your administrator or master educator will assess you using the TLF rubric. However, if you are supporting students while another teacher leads

whole-class instruction during the 30-minute observation period, the observer will assess you using the IIM-ELL rubric. In some cases, a principal might decide that, based on the model of co-teaching s/he has chosen to implement at the school, all of the English Language Learner teachers at the school will be assessed using the TLF rubric. Please note that the final decision as to which rubric is appropriate rests with the observer.

How will my proficiency in IIM-ELL be assessed?

Your proficiency in IIM-ELL will be assessed just as we measure a teacher's proficiency in the Teaching and Learning Framework: through formal observations by administrators and master educators.*

If I have additional questions about IIM-ELL, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

** Please note that, because this component is scored like the Teaching and Learning Framework, we have not included a separate sample score chart here.*



Meaghan Gay

INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

IIM-ELL 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS

IIM-ELL
1

ELL teacher is **highly effective** at leading well-organized, objective-driven lessons.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- Students can authentically explain *what* they are learning, beyond simply repeating back the stated or posted objective.
- Students can authentically explain *why* what they are learning is important, beyond simply repeating the ELL teacher's explanation.
- Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an ELL teacher's explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit.
- The ELL teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses.

ELL teacher is **effective** at leading well-organized, objective-driven lessons.

The following best describes what is observed:

- The ELL teacher modifies the lesson objective as necessary to ensure that it is specific, measurable, and appropriate given the students' present English language proficiency levels, and to ensure that it conveys what students are learning and what they will be able to do by the end of the lesson.
- The ELL teacher ensures that the objective of the lesson is clear to the students s/he is supporting. For example, the ELL teacher might have clearly reframed the objective within the context of the students' individual interests, strengths, and English language proficiency levels and then used effective questioning to help the students develop an understanding of what they will be doing.
- When the general education teacher has not done so, the ELL teacher has ensured that students understand the importance of the objective. For example, the ELL teacher might have effectively explained its importance, or students might demonstrate through their comments that they understand the importance of what they are learning.
- The ELL teacher's support builds on students' prior knowledge in a significant and meaningful way, as appropriate to the objective.
- Each part of the ELL teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly moves students toward mastery of the objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In all classes, objectives should be written in a student-friendly manner, using developmentally appropriate language. In early childhood classes, posting a written objective is not necessary. For non-readers, the use of pictures or examples of work can help support student understanding of the written objective.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at leading well-organized, objective-driven lessons.

ELL teacher is **ineffective** at leading well-organized, objective-driven lessons.

The following best describes what is observed:

- The ELL teacher attempts to modify the lesson objective as necessary. Despite this attempt, the objective may still be missing one component (for example, it might not be specific, or it might not be measurable), but it does convey what students are learning and what they will be able to do by the end of the lesson.
- The ELL teacher may explain the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the explanation of the objective might not be in developmentally appropriate language.
- When the general education teacher has not done so, the ELL teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective.
- The ELL teacher may state how the lesson connects to students' prior knowledge, but no part of the ELL teacher's support builds on students' prior knowledge in a significant and meaningful way. For example, the ELL teacher might simply make a reference to what students were doing in the previous lesson.
- Some parts of the ELL teacher's support may not be aligned to the objective, or some parts may not significantly move students toward mastery of the objective.

The following best describes what is observed:

- The ELL teacher may make no attempt to address, or may attempt to address but be ineffective in doing so, one of the following problems: the lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught.
- The ELL teacher may not explain the objective, or students may be unclear or confused about what they will be doing.
- The importance of the objective may not be explained effectively by either the general education teacher or the ELL teacher.
- The ELL teacher may make no effort to connect her/his support to students' prior knowledge, or the ELL teacher may make an effort that is completely ineffective.
- The ELL teacher's support may be generally disorganized: students may be confused about what to do, most parts of the support may not be aligned to the objective, or most parts may not significantly move students toward mastery of the objective.

3. In some lessons, different groups of students might be working toward a variety of different objectives. In these cases, it is not always necessary to have distinct objectives posted for each center or different activity. However, observers should assess whether each center or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, different groups of students might be working on a variety of activities that do not clearly build on each other or on what happened previously in the lesson. In these cases, observers should assess the extent to which these activities are themselves well-organized.



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
IIM-ELL 2: EXPLAIN CONTENT CLEARLY		
IIM-ELL 2	ELL teacher is highly effective at explaining content clearly.	ELL teacher is effective at explaining content clearly.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible. • The ELL teacher effectively makes connections with other content areas, students’ experiences and interests, or current events in order to make the content relevant and build student understanding and interest. • When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. • Explanations provoke student interest in and excitement about the content. • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations of content are clear and coherent, and they build student understanding of content. • The ELL teacher uses developmentally and linguistically appropriate language and explanations that effectively support the students’ individual language development needs. • The ELL teacher gives clear, precise definitions and uses specific academic language as appropriate. • The ELL teacher emphasizes key points when necessary. • When an explanation is not effectively leading students to understand the content, the ELL teacher adjusts quickly and uses an alternative way to effectively explain the concept. • Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it.

Notes:

1. If the ELL teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the ELL teacher should be scored a Level 1 for this standard.
2. In general, code-switching (immediately translating from one language to another or explaining a concept in the student’s native language) is not an appropriate technique to use as a first strategy for explaining content clearly. Teachers should first use other techniques, such as demonstrating or modeling, speaking more slowly, or using a visual. An ELL teacher might, however, engage students in a purposeful “bridging language” activity at strategic points.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at explaining content clearly.

ELL teacher is **ineffective** at explaining content clearly.

The following best describes what is observed:

- Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content.
- Some language and explanations may not be developmentally or linguistically appropriate or may not appropriately reflect the students' language development needs.
- The ELL teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so.
- The ELL teacher may only sometimes emphasize key points when necessary, such that students are sometimes unclear about the main ideas of the content.
- When an explanation is not effectively leading students to understand the concept, the ELL teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation.
- Students may ask some clarifying questions showing that they are confused by the explanations.

The following best describes what is observed:

- Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content.
- Much of the ELL teacher's language may not be developmentally or linguistically appropriate or may not appropriately reflect the students' language development needs.
- The ELL teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language as appropriate.
- The ELL teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content.
- The ELL teacher may frequently adhere to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept.
- Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations.



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

IIM-ELL 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK

IIM-ELL 3	ELL teacher is highly effective at engaging students at all learning levels in rigorous work.	ELL teacher is effective at engaging students at all learning levels in rigorous work.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> • The ELL teacher makes the lesson accessible to all students s/he is supporting. • The ELL teacher makes the lesson challenging to all students s/he is supporting. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The ELL teacher makes the lesson accessible to almost all students s/he is supporting; there is evidence that the ELL teacher knows each student’s language proficiency and skill levels and ensures that the lesson meets almost all students where they are. For example, if necessary, the ELL teacher might differentiate content, process, or product (using strategies that might include, for example, re-teaching vocabulary, having students use manipulatives, or having students complete an alternative assignment that is still aligned to the lesson’s objective) in order to ensure that students are able to access the lesson. • The ELL teacher makes the lesson challenging to almost all of the students s/he is supporting; there is evidence that the ELL teacher knows each student’s language proficiency and skill levels and ensures that the lesson pushes almost all students forward from where they are. For example, the ELL teacher might frequently cycle back to previously taught material and provide meaningful ways for students to access and use content area language. • There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate meaningful opportunities to practice, apply, and demonstrate what they are learning. For example, rather than repeatedly explaining each step of how to solve a word problem, the ELL teacher might instead provide meaningful opportunities for students to practice so that they can gradually build independence with this skill.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at engaging students at all learning levels in rigorous work.

ELL teacher is **ineffective** at engaging students at all learning levels in rigorous work.

The following best describes what is observed:

- The ELL teacher makes the lesson accessible to most students s/he is supporting; some students may not be able to access certain parts of the lesson.
- The ELL teacher makes the lesson challenging to most students s/he is supporting; some students may not be challenged by certain parts of the lesson.
- While students have some meaningful opportunities to practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate and students' dependence on the ELL teacher is reinforced throughout the class.

The following best describes what is observed:

- The lesson is not accessible to most students the ELL teacher is supporting.
- The lesson is not challenging to most students the ELL teacher is supporting.
- Lesson support is almost entirely directed by the ELL teacher, and students have few meaningful opportunities to practice, apply, and demonstrate what they are learning.



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
IIM-ELL 4: PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT		
IIM-ELL 4	ELL teacher is highly effective at providing students multiple ways to engage with content.	ELL teacher is effective at providing students multiple ways to engage with content.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> The ELL teacher effectively supports the general education teacher’s efforts to provide students with multiple ways to engage with content, and all supports significantly promote student mastery of the objective; students respond positively and are actively involved in the work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The ELL teacher effectively supports the general education teacher’s efforts to provide students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective and students’ English language proficiency levels. When an effort is not effective, the ELL teacher provides an additional way to access the content that is appropriate to the language development needs of the student. For example, if a class is learning to add with regrouping and the general education teacher has provided the visual support of having directions written out with examples, the ELL teacher might have some students read each step aloud and then check for understanding. All of the ELL teacher’s supports promote student mastery of the objective.

Notes:

1. ELL teachers should receive credit for providing students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic) or for using other effective teaching strategies.
2. An ELL teacher can also be given credit for giving students multiple ways of engaging with content even when all of these ways target the same modality or intelligence. For example, during a geometry lesson an ELL teacher might show students images of real-life examples of different three-dimensional shapes and use a graphic organizer to help students more efficiently use steps to find the areas and volumes of these shapes. Though both of these target the visual learning modality, they provide students with different ways of engaging with the same content and should be credited as such.
3. In order to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. For example, an ELL teacher should not receive credit for providing a way of engaging with content if the ELL teacher shows a visual illustration but most students are not paying attention, or if the ELL teacher asks students to write the letters of a newly learned sight word in the air with their fingers, but most students move their fingers quickly without actually recreating each letter correctly.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at providing students multiple ways to engage with content.

ELL teacher is **ineffective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The ELL teacher supports the general education teacher's efforts to provide students more than one way to engage with content, but not all of these may be well matched to the lesson objective and students' English language proficiency levels, and the ELL teacher does not modify these efforts as necessary. If the general education teacher only gives students two ways to engage with content when using an additional way would have been more appropriate to the objective or students' English language proficiency levels, the ELL teacher may not provide another effective and aligned way for the students to engage with the content and content area language.
- Some of the ELL teacher's supports do not promote student mastery of the objective.

The following best describes what is observed:

- The ELL teacher may not support the general education teacher's efforts to provide students with more than one way to engage with content, or may fail to modify efforts by the general education teacher that are not well matched to the lesson objective and students' English language proficiency levels. Or, if the general education teacher only gives students one way to engage with the content, the ELL teacher may not attempt to provide a second way to engage with the content and content area language.
- Most or all of the ELL teacher's supports do not promote student mastery of the objective; or, some supports may detract from or impede student mastery.



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
IIM-ELL 5: CHECK FOR STUDENT UNDERSTANDING		
IIM-ELL 5	ELL teacher is highly effective at checking for student understanding.	ELL teacher is effective at checking for student understanding.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The ELL teacher checks for understanding at all key moments. • Every check gets an accurate “pulse” of the students the ELL teacher is supporting. • The ELL teacher uses a variety of methods of checking for understanding. • The ELL teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the specialized instruction s/he is providing, as appropriate. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The ELL teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before the general education teacher moves on to the next step of the lesson or partway through the independent practice). • The ELL teacher gets an accurate “pulse” of the understanding of the students s/he is supporting from almost every check, such that the ELL teacher has enough information to adjust subsequent instruction if necessary. • If a check reveals a need to make an adjustment to the instructional support that the ELL teacher is providing, the ELL teacher makes the appropriate adjustment in an effective way.

Notes:

1. In some lessons, it can be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, an ELL teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a high score on this standard.
2. All of the techniques in the list of examples to the right can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. An ELL teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must be appropriate to the objective and yield information that can inform instruction and thus succeed in getting the “pulse” of the students’ understanding.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at checking for student understanding.

The following best describes what is observed:

- The ELL teacher sometimes checks for understanding of content, but misses several key moments.
- The ELL teacher gets an accurate “pulse” of the understanding of the students s/he is supporting from most checks.
- If a check reveals a need to make an adjustment to the instructional support that the ELL teacher is providing, the ELL teacher attempts to make the appropriate adjustment but may not do so in an effective way.

ELL teacher is **ineffective** at checking for student understanding.

The following best describes what is observed:

- The ELL teacher rarely or never checks for understanding of content, or misses nearly all key moments.
- The ELL teacher does not get an accurate “pulse” of the understanding of the students s/he is supporting from most checks. For example, the ELL teacher might neglect some students or ask very general questions that do not effectively assess student understanding.
- If a check reveals a need to make an adjustment to the instructional support that the ELL teacher is providing, the ELL teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.

Examples of checks for understanding:

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Conferencing with individual students
- Drawing upon peer conversations/explanations
- Having students respond on white boards
- Having students vote on answer choices
- Moving around to look at each group's work
- Observing student work in a structured manner
- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using role-playing
- Using “think-pair-share”



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
IIM-ELL 6: RESPOND TO STUDENT MISUNDERSTANDINGS		
IIM-ELL 6	ELL teacher is highly effective at responding to student misunderstandings.	ELL teacher is effective at responding to student misunderstandings.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The ELL teacher responds to almost all student misunderstandings with effective scaffolding. • The ELL teacher anticipates student misunderstandings and preemptively addresses them. • The ELL teacher is able to address student misunderstandings effectively without taking away from the flow of the general education teacher’s lesson or losing the engagement of students who do understand. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The ELL teacher responds to most student misunderstandings with effective scaffolding. • When possible, the ELL teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept. • If an attempt to respond to a misunderstanding is not succeeding, the ELL teacher, when appropriate, responds with another way of scaffolding.

Notes:

1. At some points in a lesson, it is not appropriate to immediately respond to students’ conceptual misunderstandings (for example, if a teacher decides to give a student an opportunity to self-correct a mistake using a strategy the student just learned). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should be sensitive to these situations and not penalize an ELL teacher for failing to respond to misunderstandings immediately when it would be more effective to wait.
2. All of the techniques in the list of examples to the right can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. An ELL teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective and thus succeed in addressing the student’s misunderstanding.
3. If there are no evident student misunderstandings during the 30-minute observation, this category should be scored as “Not Applicable.”

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at responding to student misunderstandings.

ELL teacher is **ineffective** at responding to student misunderstandings.

The following best describes what is observed:

- The ELL teacher responds to some student misunderstandings with effective scaffolding.
- The ELL teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective.
- The ELL teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

The following best describes what is observed:

- The ELL teacher responds to few student misunderstandings with effective scaffolding.
- The ELL teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective.
- The ELL teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Using cue cards
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using manipulatives or a hands-on model
- Using “think-alouds”



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
IIM-ELL 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
IIM-ELL 7	ELL teacher is highly effective at developing higher-level understanding through effective questioning.	ELL teacher is effective at developing higher-level understanding through effective questioning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The ELL teacher asks higher-level questions at multiple levels of Bloom’s taxonomy, if appropriate to the lesson. • Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. • Students pose higher-level questions to the ELL teacher and to each other, showing that they are accustomed to asking these kinds of questions. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The ELL teacher frequently develops higher-level understanding through effective questioning. • Nearly all of the questions used are effective in developing higher-level understanding and are matched to students’ English language proficiency levels. • The ELL teacher uses an appropriate variety of questions and provides necessary linguistic supports.

Notes:

1. Observers should remember that even the most basic content can be taught rigorously and that students of all linguistic levels can be asked higher-level probes that target their zones of proximal development. For example, a Level 1 newcomer student may be asked to infer how a character is feeling by pointing to illustrated word cards and then pointing to appropriate text illustrations as evidence of reasoning.
2. An ELL teacher might ask higher-level questions in response to students’ correct answers as part of the delivery of content or in another context. All of these uses of questioning should be included in the assessment of this standard.
3. An ELL teacher should receive credit for developing higher-level understanding by posing a more difficult problem or setting up a more challenging task, even if these are not necessarily phrased as questions.
4. At some points in a lesson, it is not appropriate to immediately ask questions to develop higher-level understanding (for example, if students are rehearsing a basic skill). An ELL teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a 30-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored as “Not Applicable.”
5. The frequency with which an ELL teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. To help her or his students prepare for a middle school debate, an ELL teacher should be asking questions to develop higher-level understanding much of the time. In contrast, in a part of a lesson on the appropriate use of punctuation, an ELL teacher might not do so as frequently. Still, questioning to promote higher-level understanding should be present in *every* lesson.
6. All of the techniques in the list of examples to the right can be effective types of questions to develop higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. An ELL teacher should not receive credit simply for using a technique on the list. In order to be credited as effective, the question must be well-executed and appropriate to the objective and thus succeed in developing higher-level understanding.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at developing higher-level understanding through effective questioning.

ELL teacher is **ineffective** at developing higher-level understanding through effective questioning.

The following best describes what is observed:

- The ELL teacher sometimes develops higher-level understanding through effective questioning.
- Some of the questions used may not be as effective in developing higher-level understanding or may not be matched to students' English language proficiency levels. For example, the ELL teacher might ask questions that are unnecessarily complex or confusing to students.
- The ELL teacher may not ask an appropriate variety of questions or sometimes may not provide necessary linguistic supports.

The following best describes what is observed:

- The ELL teacher rarely or never develops higher-level understanding through effective questioning.
- Most of the questions used may not be effective in developing higher-level understanding or may not be matched to students' English language proficiency levels. For example, the ELL teacher might ask questions that do not push students' thinking or correspond to their linguistic levels.
- The ELL teacher may only use one question repeatedly or may rarely or never provide necessary linguistic supports. For example, the teacher might always ask students "Why?" in response to their answers.

Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new language skill in a different context
- Posing a question that increases the rigor of the lesson content or assessment
- Prompting students to make connections to previous material or prior knowledge



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

IIM-ELL 8: MAXIMIZE INSTRUCTIONAL TIME

IIM-ELL 8

ELL teacher is **highly effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- Routines and procedures for providing support to students within the co-taught environment run smoothly with minimal prompting from the ELL teacher; students do not have to ask questions about what to do or how they can get help from the ELL teacher.
- Transitions between receiving instruction from the general education teacher and receiving specialized instruction from the ELL teacher are orderly, efficient, and systematic, and require little ELL teacher direction.
- Students are never idle while waiting for the ELL teacher.
- The ELL teacher spends an appropriate amount of time providing support on each part of the lesson.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the ELL teacher efficiently addresses the behavior.
- If applicable, behavioral support systems provided by the ELL teacher are efficiently implemented and clearly impact student behavior with minimal disruption of the classroom environment. For example, systems for tracking behavior over time are implemented and students receive frequent and immediate feedback on their behavior.

ELL teacher is **effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- Routines and procedures for providing support to students within the co-taught environment (for example, a procedure for checking in with the ELL teacher) run smoothly with some prompting from the ELL teacher; students generally know what they should be doing and how they can get help from the ELL teacher.
- Transitions between receiving instruction from the general education teacher and receiving specialized instruction from the ELL teacher are generally smooth with some ELL teacher direction.
- Students are only idle for very brief periods of time while waiting for the ELL teacher (for example, if the ELL teacher is supporting one student while other students wait without any instructions for what to do while waiting).
- The ELL teacher spends an appropriate amount of time providing support on each part of the lesson.
- The lesson progresses at a quick pace, such that students are almost never disengaged or left waiting for support with nothing meaningful to do.
- Inappropriate or off-task student behavior rarely interrupts or delays the lesson, or the ELL teacher has clearly put in place behavioral supports to help raise the students' awareness of their behavioral needs and provide meaningful incentives to help the students improve.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

ELL teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- Routines and procedures for providing support to students within the co-taught environment are in place but require significant ELL teacher prompting and direction; students may be unclear about what they should be doing or how they can get help from the ELL teacher and may ask questions frequently.
- Transitions between receiving instruction from the general education teacher and receiving specialized instruction from the ELL teacher are fully directed by the ELL teacher and may be less orderly and efficient.
- Students may be idle for short periods of time while waiting for the ELL teacher.
- The ELL teacher may spend too much time providing support on one or more parts of the lesson (for example, may continue to provide instruction on a skill after all of her or his students have clearly mastered this skill).
- The lesson progresses at a moderate pace, but students are sometimes disengaged or left waiting for support with nothing meaningful to do.
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson, or the ELL teacher may have put in place behavioral supports that are not entirely effective.

The following best describes what is observed:

- There are no evident routines and procedures for providing support to students within the co-taught environment, so the ELL teacher directs every activity and often disrupts the rest of the class in doing so; students are unclear about what they should be doing and ask questions constantly or do not follow directions from the ELL teacher.
- Transitions between receiving instruction from the general education teacher and receiving specialized instruction from the ELL teacher are disorderly and inefficient.
- Students may be idle for significant periods of time while waiting for the ELL teacher.
- The ELL teacher may spend an inappropriate amount of time providing support on one or more parts of the lesson (for example, spends 20 minutes supporting students on the warm-up when the general education teacher has moved on to providing direct instruction on the day's objective).
- The lesson progresses at a notably slow pace, and students are frequently disengaged or left waiting for support with nothing meaningful to do.
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson, or there is no evidence that the ELL teacher has put any behavioral supports in place.



INDIVIDUALIZED INSTRUCTION MODEL — ELL (IIM-ELL) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
IIM-ELL 9: CONTRIBUTE TO BUILDING A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY		
IIM-ELL 9	ELL teacher is highly effective at building a supportive and learning-focused classroom community.	ELL teacher is effective at building a supportive and learning-focused classroom community.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the ELL teacher. • Students may give unsolicited praise or encouragement to their peers for good work, when appropriate. • Student comments and actions demonstrate that students are excited about their work and understand why it is important. • There is evidence that the ELL teacher has strong, individualized relationships with students in the class; for example, the ELL teacher might demonstrate personal knowledge of students' lives, interests, and preferences. • Students may demonstrate frequent positive engagement with their peers; for example, they might show interest in other students' answers or work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges. • The ELL teacher effectively supports a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the ELL teacher for help, and do not respond negatively when a peer answers a question incorrectly. • Students are always respectful of the ELL teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions. • The ELL teacher meaningfully reinforces positive behavior and good academic work as appropriate. • The ELL teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

Notes:

1. If there are one or more instances of disrespect by the ELL teacher toward students, the ELL teacher should be scored a Level 1 for this standard.
2. Brief interruptions due to student excitement (for example, when a student accidentally shouts out an answer because s/he is excited to respond to the question) should not be counted against a teacher unless they occur constantly and significantly interfere with the lesson or with the ability of other students to respond.

LEVEL 2

LEVEL 1 (LOWEST)

ELL teacher is **minimally effective** at building a supportive and learning-focused classroom community.

ELL teacher is **ineffective** at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students are generally engaged in their work but are not highly invested in it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily; or the ELL teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.
- Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the ELL teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.
- Students are generally respectful of the ELL teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt, or might be respectful and attentive to the ELL teacher, but not to their peers.
- The ELL teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way.
- The ELL teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students.

The following best describes what is observed:

- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
- Students are generally not willing to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the ELL teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.
- Students may frequently be disrespectful to the ELL teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the ELL teacher or their peers are speaking.
- The ELL teacher may never reinforce positive behavior and good academic work, or s/he may do so for only a few students.
- There may be little or no evidence of a positive rapport between the ELL teacher and the students, or there may be evidence that the ELL teacher has a negative rapport with students.



TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS)

What is Teacher-Assessed Student Achievement Data?

This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

What assessments can I use?

Assessments must be rigorous, aligned to the DCPS content standards, and approved by your school administration.

Why is this one of my IMPACT components?

We believe that a teacher's most important responsibility is to ensure that her/his students learn and grow. Accordingly, we believe that teachers should be held accountable for the achievement of their students.

How will this process work?

In the fall, you will meet with your administrator to decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year. Please note that your administrator must approve your choice of

assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about TAS, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Meaghan Gay

TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

TAS 1: TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

TAS
1

Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth or at least 90% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth or at least 80% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Note: If a teacher uses more than one assessment, each will be rated individually and the scores will be averaged together.



Bel Perez Gabilondo



Michael DeAngelis

LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth or at least 70% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth or less than 70% mastery of content standards; assessments used are **not approved** by the administration; or scores reported are **not validated** by the administration.



Bel Perez Gabilondo



COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school’s local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students’ families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students’ success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES

**CSC
1**

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a “reading across the curriculum” program.

CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

**CSC
2**

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school’s Special Education and English Language Learner programs, the school’s Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3: HIGH EXPECTATIONS

**CSC
3**

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

**This standard may be scored as “Not Applicable” if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.



COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

CSC
4

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5: INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

CSC
5

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).



Simona Monnatti



Meaghan Gay

LEVEL 2

LEVEL 1 (LOWEST)

Teacher **sometimes** engages students' families as valued partners in an effective manner.

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



Bel Perez Gabilondo

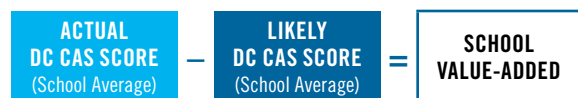
SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

Measuring a school's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, SVA is a way of dealing with these challenges. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as students' prior skill level, the resources they have at home, or any learning disabilities they may have. In short, SVA helps us understand what the school did, apart from everything else. Because education is a team effort, almost all school-based staff — not just teachers — have SVA as a small portion of their annual IMPACT evaluation.

How does it work?

First, we calculate how a school's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with above-average SVA scores are those whose students' actual performance exceeds their likely performance. This process is explained in further detail on the following pages.



Who calculates the SVA scores?

DCPS has contracted with Mathematica Policy Research, a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and derive value-added scores for teachers and schools based on specifications determined by DCPS. Mathematica's clients have included the U.S. Department of Education and

many other federal, state, and local agencies. In addition, two independent value-added experts reviewed the methodology used to evaluate DCPS teachers and schools: Eric Hanushek of the Hoover Institution at Stanford University and Tim Sass of Florida State University.

Why do we use the DC CAS for SVA?

The DC CAS is the only assessment used in DCPS that is: 1) aligned to the DC content standards; 2) administered securely; and 3) standardized, meaning it is the same for all students in a given grade level. Though these tests do not capture everything taught in DCPS schools, they are reliable and valid measures of students' mastery of essential reading and mathematics skills.

Is SVA the same as Adequate Yearly Progress (AYP)?

No. AYP only measures the percentage of students who score Proficient or Advanced on the DC CAS at the end of the year. It doesn't take into account where students start the year. It also doesn't take into account external factors that may affect student learning. SVA, on the other hand, does.

Do school systems in other states use value-added measures?

Yes. Many school systems — including those in Chicago, Dallas, Milwaukee, Minneapolis, New York City, and Pittsburgh — either already use value-added measures or are developing them.

How is SVA calculated?

Before proceeding, it might be helpful to say a few words about our state assessment, the DC CAS. Scores on the DC CAS are reported on a 100-point scale. For example, fifth graders receive a score from 500 to 599. Similarly, sixth

graders receive a score from 600 to 699. It is important to note that the hundreds digit of these scores is for naming purposes only. That is, the “5” in a score of 574 tells us that this is a fifth grade score. There is no other meaning to the hundreds digit. The remaining two digits (in this example, 74) explain the student’s performance. They are what we use to calculate SVA.

One more preliminary note might be helpful. Most teachers are familiar with the proficiency levels on the DC CAS: Advanced, Proficient, Basic, and Below Basic. Proficiency levels are created from the scale scores. For example, in 2010, any fifth grade student who had a scale score from 56 to 72 was considered “Proficient.” Though the proficiency levels are well known to teachers, they are not used for the SVA calculation. Rather, as noted above, we use the underlying scale scores. Doing so allows schools to receive credit for their students’ progress whether or not their students move between proficiency levels from one year to the next.

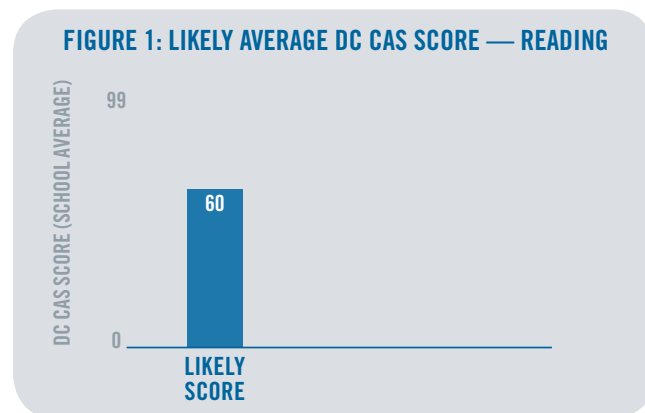
The following four-step description provides an overview of how SVA scores are calculated.

Step 1: Based on specifications determined by DCPS, statisticians at Mathematica calculate the average likely DC CAS score for each school’s students.

At the end of the year, after the DC CAS tests have been scored, statisticians at Mathematica calculate the average score that a school’s students were likely to have achieved by analyzing the performance of all students in DCPS. For example, if a student received a score of 20 on last year’s DC CAS, this student is likely to perform about as well as other students in the same grade who received a 20 last year. When determining a likely score for each student in a school, Mathematica accounts not only for prior test scores, but also for students’ free and reduced-price lunch status, whether

or not students receive special education services or are classified as Limited English Proficient, and how frequently students were absent during the previous school year.

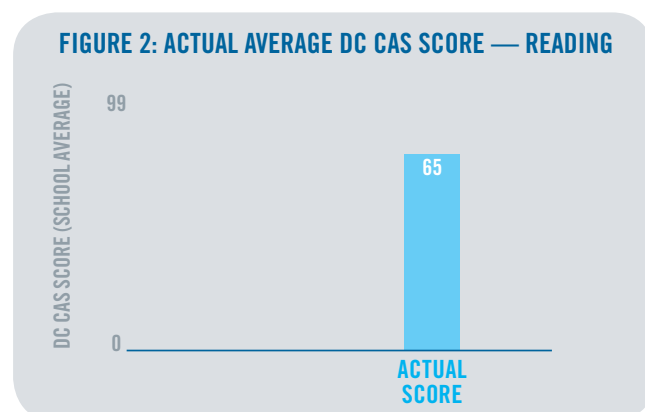
Figure 1 shows the average likely score for the students of a hypothetical school.



Step 2: Statisticians calculate the average actual DC CAS score for each school’s students.

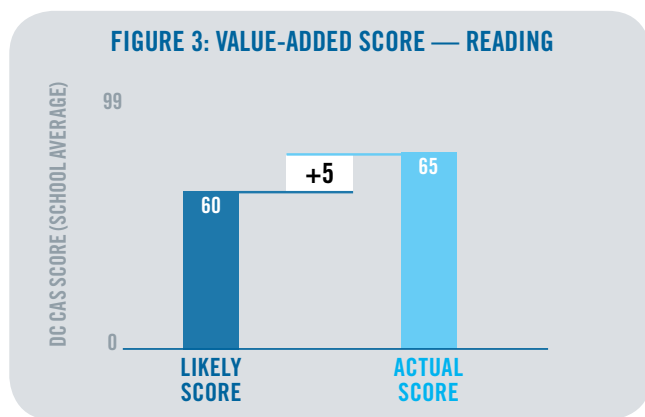
This step is accomplished by averaging the actual scores of all of the students in a school at the end of the year, with each student weighted according to various factors.

In Figure 2 below, the actual average for our hypothetical school is 65.



Step 3: Statisticians subtract the average *likely* score from the average *actual* score.

The difference between how students actually perform and how they were likely to perform is the school's "value-added." Figure 3 shows this comparison for our hypothetical school. The students in this school have an average *actual* score of 65, which exceeds the average *likely* score of 60 by 5 points. Thus, this school has an SVA score of +5 ($65 - 60 = +5$). *In other words, being a student at this particular school, as opposed to the average DCPS school, translates into five more DC CAS scale score points for these students.*



Step 4: Based on specifications determined by DCPS, statisticians convert the raw SVA score into an IMPACT score.

The raw SVA score (+5 in the example to the left) is then converted into an IMPACT score on the 1 to 4 scale we use for all the other IMPACT components. Your school's SVA scores for reading and math are averaged together to calculate your school's overall SVA score.

What factors are considered when calculating the *likely* average score?

Based on specifications determined by DCPS, statisticians at Mathematica consider each student's:

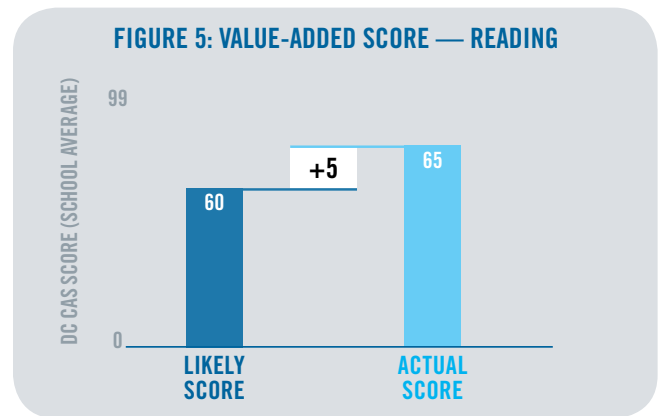
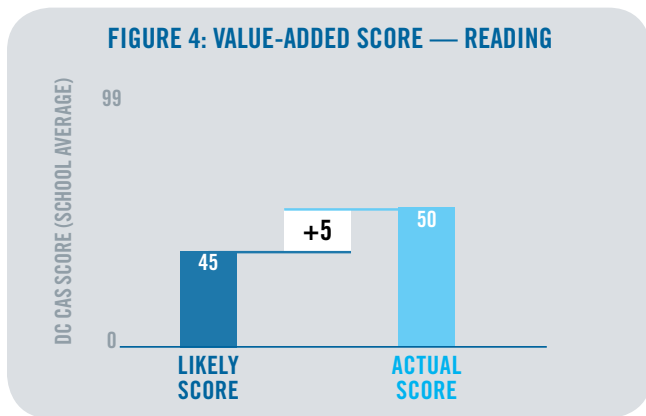
- DC CAS score from the previous year in reading and math;
- Eligibility for free lunch;
- Eligibility for reduced-price lunch;
- Special education status;
- Limited English Proficiency status; and
- Attendance from the previous year.

Can a school receive a high SVA score even if it fails to make Adequate Yearly Progress (AYP)?

Yes. AYP measures how many students in a school score Proficient or Advanced. SVA is a very different measure. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as the students' prior skill level, the resources they have at home, or any learning disabilities they may have.

Can a school receive a high SVA score if its students start the year at a very low skill level?

Yes. SVA takes into account the starting skill level of the students in a school. As Figures 4 and 5 demonstrate, two schools can have the same SVA score even if their students start the year at different levels. The average likely DC CAS score of the students in the school represented by Figure 4 is 45, while the average likely score of the students in the school in Figure 5 is 60. Both schools, however, would receive the same SVA score (+5).



Can a school receive a high SVA score if many of its students have IEPs or are classified as Limited English Proficient?

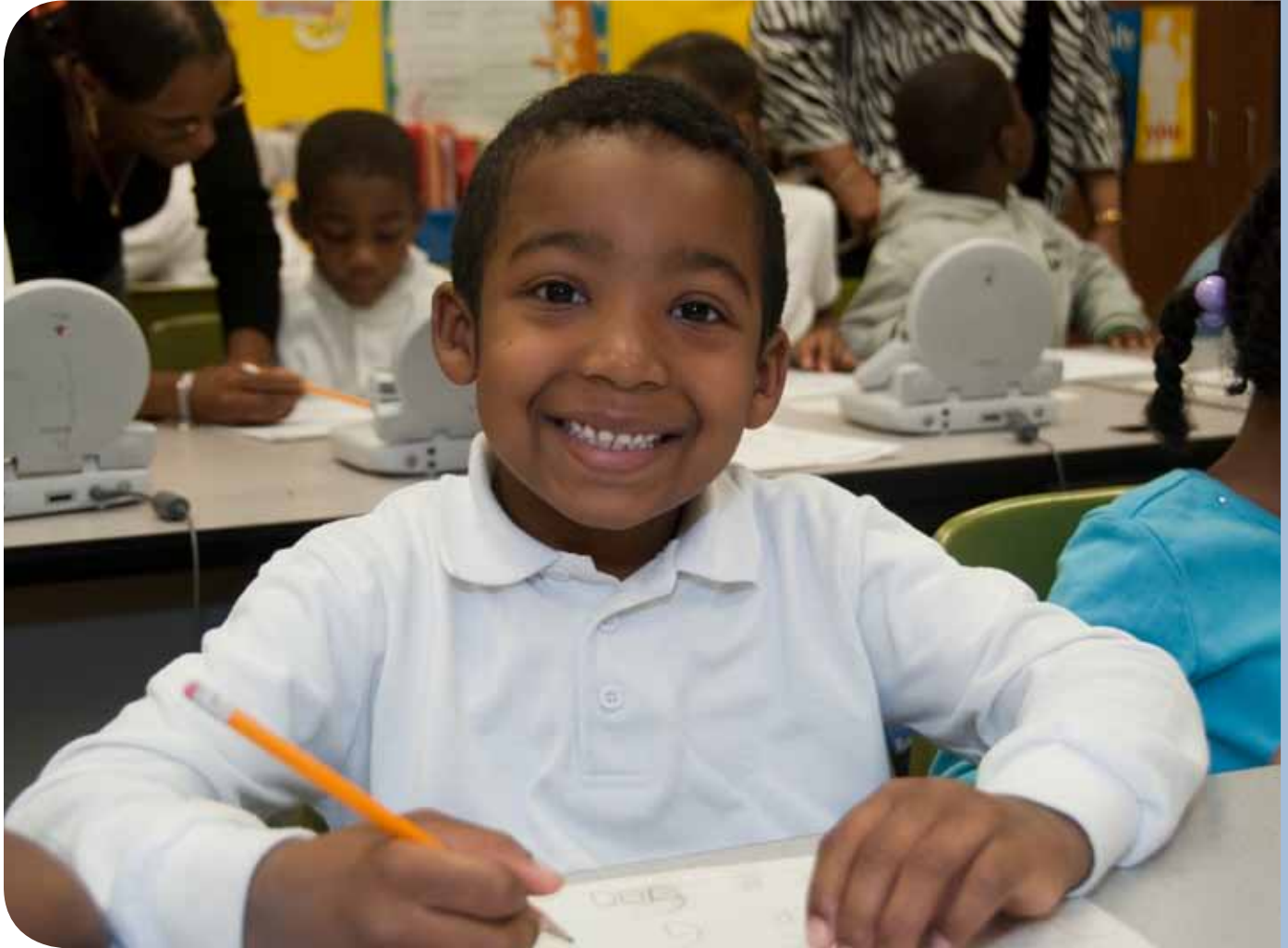
Yes. Statisticians account for these factors (and the others described previously) when calculating the *likely* DC CAS score for a school's students. What matters is the extent to which the students exceed their likely score.

Does a school need to have a minimum number of students to receive an SVA score?

Yes. DCPS requires that a school has at least 50 students with DC CAS scores from the previous year and the current year in order for it to receive an SVA score. We require this minimum to help discount the effect of unexpected occurrences during the testing period. For example, a student might have a disruption at home the night before the test that affects her or his test score and thereby distorts her or his school's SVA score. The effect of such an incident on a school's SVA score is likely to be greatest for schools with few students, so no school that has fewer than 50 students receives a SVA score.

If I have additional questions about SVA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Meaghan Gay

CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score

for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL
CP SCORE <i>(Lowest of CP 1 to CP 4)</i>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis

CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.



SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

CURRICULAR RESOURCES

The Teaching and Learning Framework defines the *how* of effective instruction, and a key district focus this year is providing meaningful support to educators on the *what* and the *when*.

Over the next three years, DCPS will work towards a full adoption of the Common Core State Standards (CCSS) for English language arts; literacy in history/social studies, science, and technical subjects; and mathematics. To support this transition, we will provide scope and sequence documents, recommended texts, and sample unit assessments. We will also administer aligned, paced interim assessments, and you will have the opportunity to participate in structured data cycles to support you in using student achievement information to guide your classroom practice.

OVERVIEW OF THE DISTRICT'S THREE-YEAR ROLLOUT OF THE COMMON CORE STATE STANDARDS (CCSS)

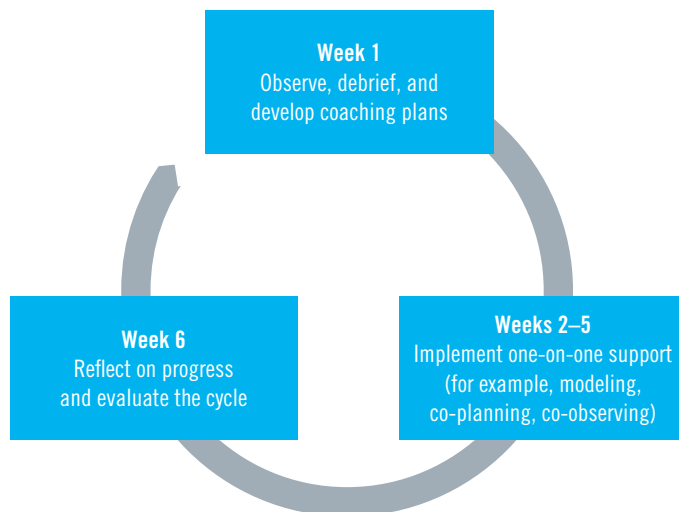
SCHOOL YEAR	GRADES/CCSS	IMPLEMENTATION PLAN
2011–2012	K–12 English Language Arts 6–12 Literacy Reading (LIT R) K–2 Mathematics	Implementation Focus: K–12 English language arts teachers will teach the ELA CCSS and K–2 math teachers will teach the Mathematics CCSS
		Professional Development Focus: Foundational Reading, Literature, Informational Text, Literacy Reading, and Mathematics CCSS
2012–2013	3–12 Mathematics 6–12 Literacy Reading (LIT R)	Implementation Focus: K–12 math teachers will teach the Mathematics CCSS, and social studies, science, and technical subject teachers will teach the LIT R CCSS
		Professional Development Focus: Mathematics CCSS
2013–2014	K–12 English Language Arts 6–12 Literacy Writing (LIT W)	Implementation Focus: Social studies, science, and technical subject teachers will teach the LIT W CCSS
		Professional Development Focus: Writing and Language CCSS

INSTRUCTIONAL COACHES

School-based instructional coaches will support teachers in improving their practice through differentiated, job-embedded professional development. During learning cycles and in other settings, instructional coaches will work with teachers to analyze data and student work, observe and debrief lessons, co-teach, and model effective practices. See below for more information about learning cycles.

Learning Cycles

This year, all instructional coaches will facilitate learning cycles that focus on the Common Core State Standards and the Teaching and Learning Framework. Learning cycles are designed to provide teachers with intensive classroom support over the course of several weeks in both one-on-one and group settings. This approach exemplifies research-based best practices for professional development: support is extended over time, is targeted and specific, and includes ongoing follow-up.



“My instructional coach has helped me collaboratively plan with my colleagues. He has also helped me enhance my lessons by making them more rigorous with higher-order thinking questions.”

DIONNE HAMMIEL, TEACHER, BURROUGHS EC

“Our coach led a six-week intervention session during which the K–2 teachers met twice weekly during the morning block. We each identified a group of students whose progress was not sufficient in reading. We looked at DIBELS and TRC data to identify areas of weakness, and then we planned interventions for those students. Our coach helped us find resources and facilitated discussions on methods for teaching fluency and other skills. We all saw reading growth in our students.”

ALAINA FELDER, TEACHER, WALKER-JONES EC

MASTER EDUCATORS

Master educators provide professional development to teachers in multiple ways. During post-observation conferences (POCs), master educators and teachers discuss a recent lesson observation and identify strengths and areas for growth. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. In addition to POCs, master educators support teachers through individual professional development appointments, as well as group workshops and presentations to school staff.

“I am fortunate to have had the opportunity to work in a supportive environment where I have been able to learn and grow as an educator. All the master educators that I have come into contact with have been fabulous. I have learned so much from them, and their input has greatly impacted my classroom practice. My master educator’s ‘Super Six’ strategy has changed the way I approach reading comprehension.”

KHUDIJA AMJAD, TEACHER, BRENT ES

“I JUST GOT MY IMPACT ASSESSMENT. WHAT SHOULD I DO NOW?”

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.
- Work with your instructional coach. It’s useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.
- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal’s job.
- View ‘Reality PD’ lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.
- Observe a teacher who is strong in an area in which you’d like to improve. Ask your coach or principal for a recommendation.
- Access relevant resources from the online Educator Portal.

REALITY PD

Reality PD is an extensive library of more than 100 professionally-produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and will be a powerful professional development tool to drive even more great practice. For example:

- Teachers can view videos as part of their own, self-guided professional development.
- Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.
- In written reports or during POCs, administrators and master educators may refer teachers to videos that are relevant to the teacher's particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

The video library will be housed on the new Data and Professional Development Platform, along with educators' IMPACT data, student data, and individualized professional development resources. The Platform is scheduled to launch in January 2012.



Victoria Tyson, School Without Walls SHS



Sabrina Malone, Houston ES



Tanya Copeland, King ES



Tiffani Turner, Houston ES



Scott Harding, Maury ES



Victoria Pearson, Stuart-Hobson MS

PD PLANNER

PD Planner is an online catalogue of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS, the Washington Teachers' Union, and other organizations. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

THE EDUCATOR PORTAL

The DCPS Educator Portal is a website where educators can learn about upcoming professional development opportunities offered by both DCPS and external organizations. Additionally, many departments in the DCPS central office maintain subpages on the Educator Portal to provide targeted information, resources, and professional development opportunities. The Portal also houses teacher-developed instructional resources, such as sample lesson plans and assessments, as well as information and guidance related to the Teaching and Learning Framework and IMPACT.

Access the Portal at <http://dcps.dc.gov/educators> from home or school, logging in using a DCPS e-mail address (first.last@dc.gov) and e-mail password.

FOR ENGLISH LANGUAGE LEARNER (ELL) TEACHERS

The Office of Bilingual Education (OBE) provides professional development on topics including teaching reading to ELLs, best practices for English as a Second Language (ESL) and dual language classrooms, technology, ELL assessment, and more.

Additionally, at the request of principals, OBE can provide school-based professional development on strategies related to working with ELLs. Past session titles have included Active ESL Co-Teaching, Sheltered Instruction Observation Protocol (SIOP), Introduction to Dual Language Education, Using the English Language Proficiency Standards, and Assessing ELL Writing.

For a schedule of current course offerings and other announcements, policies, and resources, visit the ELL/bilingual page on the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/ell-bilingual>.

NEW TEACHER SUPPORT

All teachers new to DCPS are invited to attend New Teacher Orientation, a three-day training at the beginning of the year designed to familiarize newcomers with the Teaching and Learning Framework and district policies. In addition, new teachers receive mentoring support to meet their specific needs. Mentors conduct observations, help with data analysis and lesson planning, and guide teachers in reflecting on what's working, what's not, and how to improve.

"I've appreciated the ongoing support I've received from my DCPS mentor, not only because she comes each week and provides feedback, but also because, as a veteran teacher, she can help me navigate the ins and outs of the school system. She's a great resource."

JONGWOOK KIM, TEACHER, ROOSEVELT SHS

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

The Full Service Schools (FSS) model brings together leading practices from the fields of education and mental health to ensure academic success for all students. School staff at Full Service Schools receive additional support in implementing the Teaching and Learning Framework and specialized training in developing behavior management systems, welcoming school climates, and family partnerships.

The Schoolwide Applications Model (SAM) aims to better integrate support services within schools. At schools participating in this program, SAM coaches support teachers during collaborative and individual coaching cycles and are available to work with all staff in implementing evidence-based best practices in the following areas: Positive Behavior Interventions and Supports (PBIS); Response To Intervention (RTI) for both behavior and academics; intervention plans for students with special needs; classroom management strategies; and data collection and analysis. In addition, the DCPS SAM team and national consultants are available to lead on-site trainings. To learn more, visit the SAM page on the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/sam-schools>.

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at <http://www.ibo.org/events>.

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program — research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtulocal6.org>.

“My students last year taught me that I needed to refresh my bag of tricks for dealing with a variety of behaviors, so I took a course offered by the WTU. Despite having taught for more than 20 years, I can honestly say that I learned many new things about behavioral psychology and how to deal with students who disrupt the learning environment. The result: I had new skills and a team of colleagues with whom I could problem solve.”

PAMELA ROSS, TEACHER, OYSTER-ADAMS BILINGUAL SCHOOL

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Teaching and Learning Framework (TLF) or Individualized Instruction Model – ELL (IIM-ELL)	3.7	x 75	= 278
Teacher-Assessed Student Achievement Data (TAS)	4.0	x 10	= 40
Commitment to the School Community (CSC)	3.5	x 10	= 35
School Value-Added Student Achievement Data (SVA)	3.3	x 5	= 17
TOTAL			370

Step 3

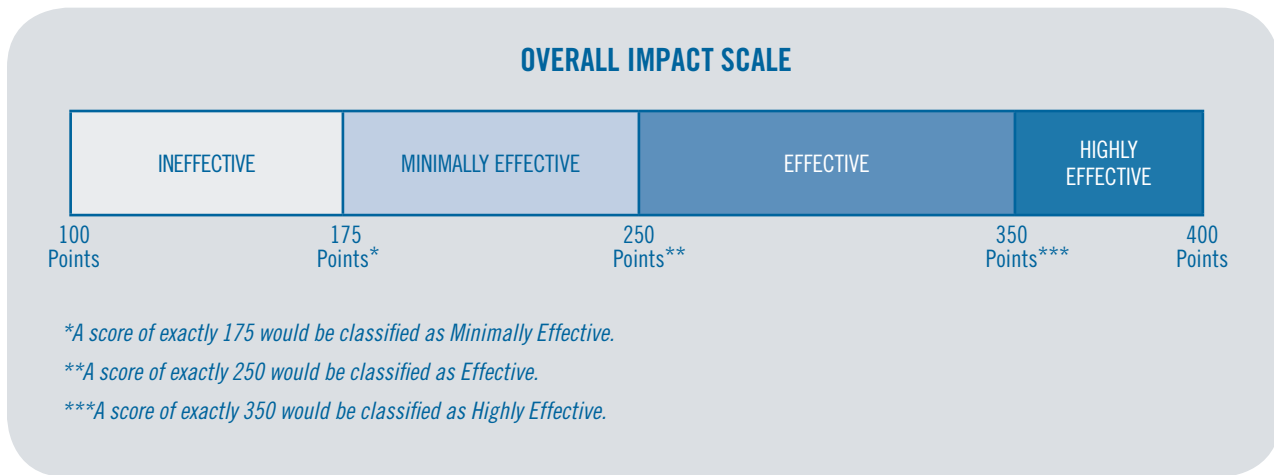
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual’s rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.



Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating have another year to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Bel Perez Gabilondo



IMPACT*plus*

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate – in the boldest way possible – how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging 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.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How much can I earn under IMPACT*plus*?

Depending upon which IMPACT group you are in, and depending upon other factors like the free and reduced-price lunch rate of your school, you can earn over \$130,000 annually.

How does IMPACT*plus* compare with the previous compensation system?

Under the previous contract, the starting salary was \$42,369 and it took 21 years to achieve the maximum salary of \$87,584. Under IMPACT*plus*, a Highly Effective teacher has the potential to earn \$76,539 in her/his first year, and can achieve the maximum salary of \$131,540 in just nine years.

How does it work?

For teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for IMPACT*plus*, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU TEACH A "HIGH-NEED" SUBJECT	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	\$10,000	Additional \$10,000	Additional \$5,000	\$25,000
	59% or Lower	\$5,000	Additional \$5,000	Additional \$2,500	\$12,500

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

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

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

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals 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 growth data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 educators with higher bonuses.

How do I know if I am in IMPACT Group 1?

If you are not sure, 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 of “high-need” subjects receive a special add-on?

“High-need” subjects like special education and secondary math are typically hard to staff. The add-on will help us attract and retain outstanding educators in these key areas.

How do I know if I teach a “high-need” subject?

For the 2011–12 school year, the following subjects qualify: special education, English as a Second Language (ESL), bilingual education, secondary math, and secondary science. If you are not sure if your subject qualifies, please visit the DCPS website at dcps.dc.gov/DCPS/impactplus.

If I teach multiple subjects, only one of which is “high-need,” do I still qualify for the add-on?

Yes.

Can I receive the add-on for teaching a “high-need” subject even if I am not in Group 1?

Yes.

Can I receive the add-on for being in Group 1 even if I do not teach a “high-need” subject?

Yes.

If I retire at the end of the 2011–12 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2011–12 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent teachers, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers’ retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, you will submit your decision by logging into the IMPACT database at <http://impactdcps.dc.gov>. DCPS will provide more details at that time.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again next school year (2012–13), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please 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?

If you earn a Highly Effective rating two years in a row, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master's degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system. The size of the service credit will depend upon the free and reduced-price lunch rate of your school (see below).

YOUR IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR SERVICE CREDIT
Highly Effective	60% or Higher	5 Years
	59% or Lower	3 Years

An example might be helpful here. Let us suppose it is the end of the 2011–12 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of teaching. For the 2012–13 school year — your eighth year of teaching — we would actually pay you as if you were in your *twelfth* year (7 years + 5 years of credit).

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the *actual* number of years you have worked in the school system.

If I earned a Highly Effective rating last school year (2010–11), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2011–12 school year, you will qualify for the increase in base salary.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools with a free or reduced-price lunch rate above 60%?

Yes. If one of your Highly Effective ratings is earned in a low-poverty school, you will only be eligible for the three-year service credit.

Are there any conditions attached to accepting the increase in base salary?

Yes. After accepting the increase, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the increase in base salary?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the increase in base salary.

What happens when I reach the highest salary on the master’s degree band?

If you continue to earn Highly Effective ratings, we will move you to the highest salary on the PhD band.

If I have additional questions about the increase in base salary, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Thanks to your tireless efforts, we have made great progress over the past couple of years — but we still have a long way to go. Together, we must remain committed to our vision of this district as the highest performing in the nation, challenging ourselves to seek every opportunity for reflection, collaboration, and improvement.

While our expectations are incredibly high, they are not unreachable. Our students deserve nothing less.



Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo



This project is funded in part by the DC Public Education Fund (www.dceducationfund.org), which works to dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting and investing in high-impact programs with the District of Columbia Public Schools.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, 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. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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PUBLIC SCHOOLS

District of Columbia Public Schools
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