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. •

IMPACT

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

2009–2010

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.

GROUP 4
Non-Itinerant English Language Learner (ELL) Teachers and Bilingual Teachers

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Dear DCPS Community,

As a direct result of your diligence and commitment to excellence, DCPS has made dramatic student achievement gains over the past two years. Since 2007, our elementary students have increased 11 percentage points in reading proficiency and 20 percentage points in math. Our secondary students have also made dramatic gains: 11 percentage points in reading and 13 percentage points in math. Your collective hard work on behalf of our students has been *the* critical component in making these gains possible.

While we celebrate these achievements, we know that there is still much work to be done. Slightly more than half of our elementary children are still below grade level in both reading and math. The same is true of nearly 60% of our secondary students. We cannot rest until every child in our school system is achieving at the highest levels. As a DCPS community, we believe that we have both the power and the responsibility to overcome the obstacles that stand in the way of our success. In particular, we are motivated by a commitment to ensure that the gap in achievement that separates District of Columbia children by race, class, language of origin, and special education status is eliminated once and for all.

Research and experience tell us that the most important factor impacting our ability to close the achievement gap and increase student learning is *you*: the adults who serve our students each and every day. Recognizing the unparalleled importance of ensuring that talented and committed individuals are serving our students, we have developed IMPACT, the new DCPS effectiveness assessment system for school-based personnel.

We decided to call this new system "IMPACT" because each of you has a dramatic *impact* on the lives of the children in our nation's capital. Through IMPACT, we seek to create a culture in which DCPS school-based personnel have a clear understanding of what defines excellence in their work, are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness.

IMPACT is the culmination of over a year's worth of research and design informed by extensive guidance and feedback from the DCPS community. Critical to the development process were over 40 question and answer sessions and over 50 focus groups that we held with school-based personnel. I want to extend my deep appreciation to the more than 500 members of the DCPS community who provided honest and thoughtful feedback in all of these sessions. Your guidance was invaluable.

Thank you again for your commitment to the children of the District of Columbia. You are the most important element of our reform agenda and the key to closing the achievement gap in the nation's capital. Please know that I am humbled by the work you do each and every day on behalf of our students.

Sincerely,

Michelle Rhee
Chancellor, District of Columbia Public Schools

PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you increase your effectiveness so that, as a system, we can dramatically increase student learning. IMPACT does this in three important ways.

- **Clear Expectations** — First and foremost, IMPACT attempts to outline clear performance expectations. We have worked very closely with teachers and other school-based personnel over the past year to draft clear rubrics for each of your IMPACT components. We wanted to ensure that performance expectations were transparent. As many of you voiced in the focus groups we held on the new assessment system: "Please tell me exactly what you expect."

- **Clear Feedback** — We also wanted you to have clear feedback about your performance. Towards that end, IMPACT does three things. First, as you will see in this guidebook, IMPACT has multiple assessment "cycles" over the course of the year, thereby providing multiple opportunities for feedback. Second, IMPACT calls for in-person assessment conferences as part of each cycle. And third, IMPACT is web-based. You will be able to log into the system at any time to review your ratings as well as written feedback about your performance.

- **Clear Growth Plans** — Finally, we felt it was important for all school-based personnel at all levels of experience and expertise to receive guidance on how to increase their effectiveness. Thus, as part of IMPACT, everyone will have a growth plan. The growth plan, initiated after the first assessment cycle, will outline key strengths and key growth areas as well as next steps for professional development.

What are the school system's plans for professional development?

Professional development is vital to our collective success. We want our schools to be true learning environments, for children and adults alike. This is why we are working aggressively to provide you with the highest quality support.

To start, over the past two years, we have increased spending on professional development by over 400%. But it is how we are using these funds that matters the most. We are investing in what the research tells us actually works: rigorous, job-embedded supports that help you address the unique challenges that you face. In short, we are moving aggressively away from the one-size-fits-all "seat hour" model towards the differentiated "practicum" model.

We know we still have far more work to do in this area, but are excited about the changes that we are already beginning to see in schools across the city. We ask for your continued participation in this reform effort. Getting professional development right is key to our goal of becoming one of the highest-performing school systems in America.

GROUP 4: OVERVIEW

Who is in Group 4?

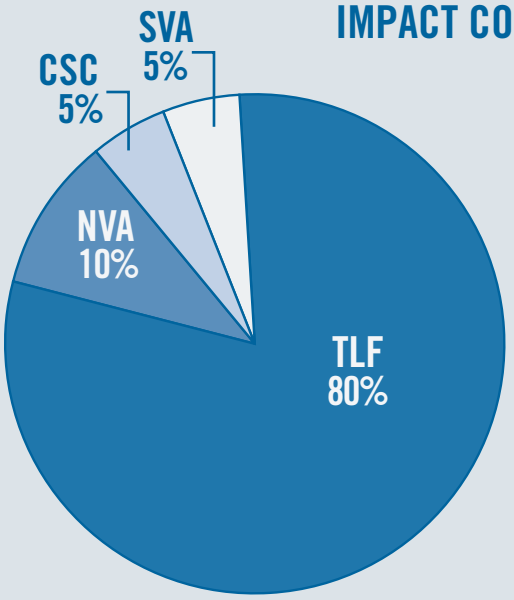
Group 4 consists of all Non-Itinerant English Language Learner Teachers and all Bilingual Education Teachers.

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)** — This is a measure of your instructional expertise. This component makes up 80% of your IMPACT score.
- **Non-Value-Added Student Achievement Growth (NVA)** — This is a non-DC CAS-based measure of your impact on student learning. 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 your colleagues and your school's local initiatives. This component makes up 5% of your IMPACT score.
- **School Value-Added (SVA)** — This is a sophisticated statistical measure of your school's impact on student achievement, as measured 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



- Teaching and Learning Framework (TLF)
- Non-Value-Added Student Achievement Growth (NVA)
- Commitment to the School Community (CSC)
- School Value-Added (SVA)*

**If, for unanticipated technical reasons, School Value-Added (SVA) data cannot be generated for your school, the Commitment to the School Community component will expand to absorb the SVA portion of the pie.*

TEACHING AND LEARNING FRAMEWORK (TLF)

What is the purpose of the DCPS Teaching and Learning Framework?

Guided by the school system's core beliefs, the Teaching and Learning Framework was developed for three purposes:

- **To Provide Clear Expectations for Teachers:** The Framework defines the actions that effective teachers engage in to deliver high quality instruction.
- **To Align Professional Development and Support:** All professional development will be aligned to the Framework in order to provide teachers with focused training and support to help increase their effectiveness.
- **To Support a Fair and Transparent Effectiveness Assessment System:** The Framework provides the foundation for assessing instructional practice within the IMPACT system. It utilizes a clear rubric that articulates four different proficiency levels.

Who developed the Teaching and Learning Framework?

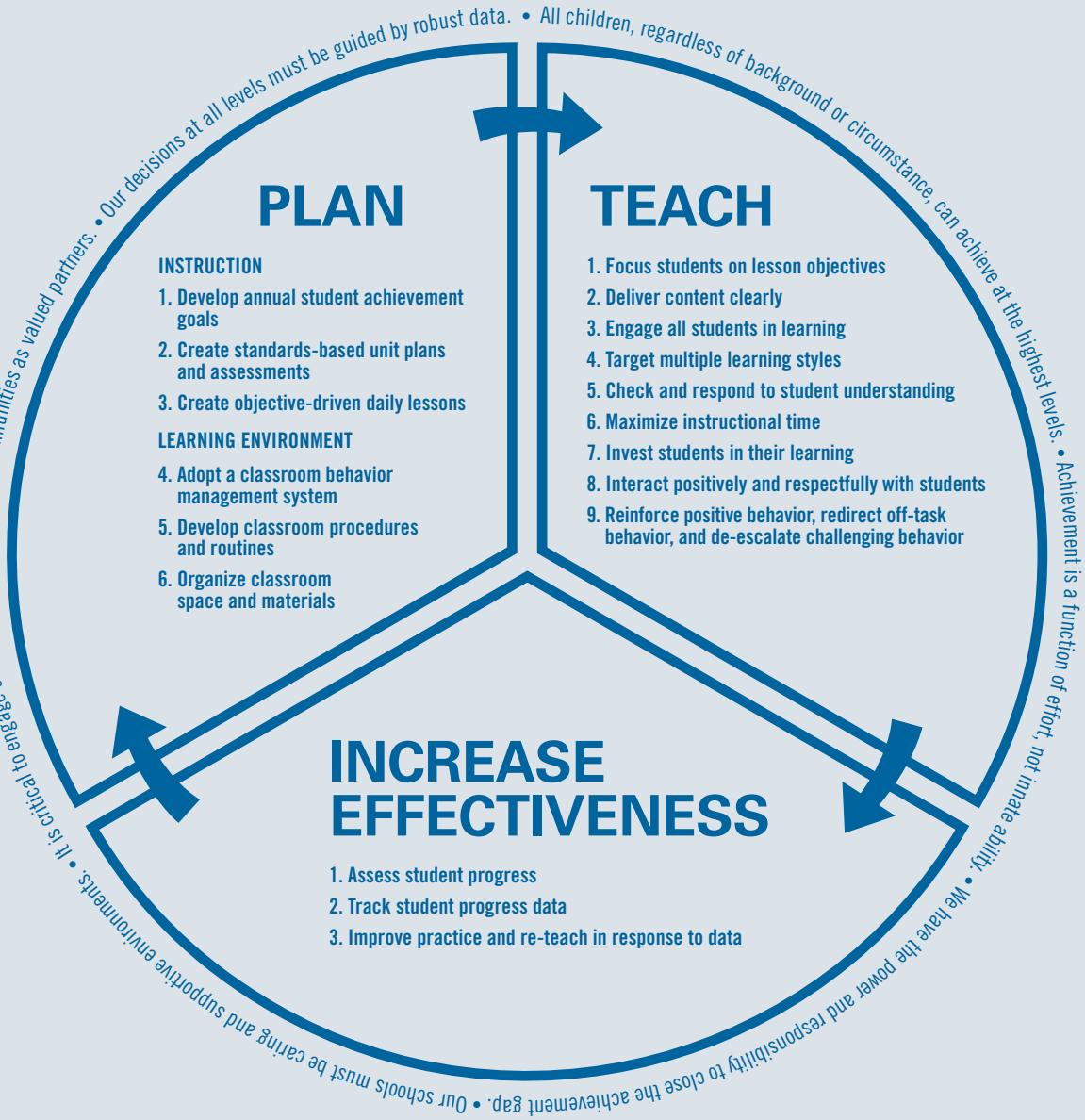
Teachers, administrators, and staff from the DCPS Office of Teaching and Learning all contributed to the development of the Framework.

What research and evidence support the Teaching and Learning Framework?

While drafting the Teaching and Learning Framework, the development team examined instructional guidelines and frameworks from 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 Reeve's *Unwrapping the Standards*
- 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*
- Wiggins & McTighe's *Understanding by Design*

TEACHING AND LEARNING FRAMEWORK



What type of training will be available on the Teaching and Learning Framework?

At the beginning of the school year, all teachers will receive initial training on the Framework. Teachers will also engage in trainings on specific aspects of the Framework during five professional development days throughout the school year. Furthermore, Principals, Assistant Principals, Instructional Coaches, Mentor Teachers, and others will provide ongoing support and guidance.

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

Your proficiency will be assessed through formal classroom observations. The rubric for these observations has four proficiency levels: Level 4 (highest) to Level 1 (lowest). The full rubric can be found at the conclusion of this section.

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

No. Because the framework is new, we are only assessing teachers on the "Teach" domain during the 2009–2010 school year.

How many formal observations will I have?

You will have five formal observations: three by an administrator (Principal or Assistant Principal)* and two by an impartial, third-party observer called a "Master Educator."

What is a Master Educator?

A Master Educator is an expert practitioner who will serve as an impartial observer of your practice. The Master Educators will not be school-based. Instead, they will travel from school to school, conducting their observations without any knowledge of the Teaching and Learning Framework scores you receive from your administration. The Master Educators have been rigorously trained on the Teaching and Learning Framework rubric and they will only observe teachers in their particular area of expertise. For example, if you teach Algebra, a Secondary Math Master Educator will observe you, not an Early Childhood Master Educator.

Where did the idea for the Master Educators come from?

The Master Educator role was born out of the focus groups we held last school year with DCPS educators on the new assessment system. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher to be a part of the assessment process.

**A representative from the DCPS Office of Bilingual Education will conduct the "administrator" observations of Itinerant English Language Learner (ELL) Teachers.*

How many Master Educators are there?

We have 31 Master Educators in the following subject areas:

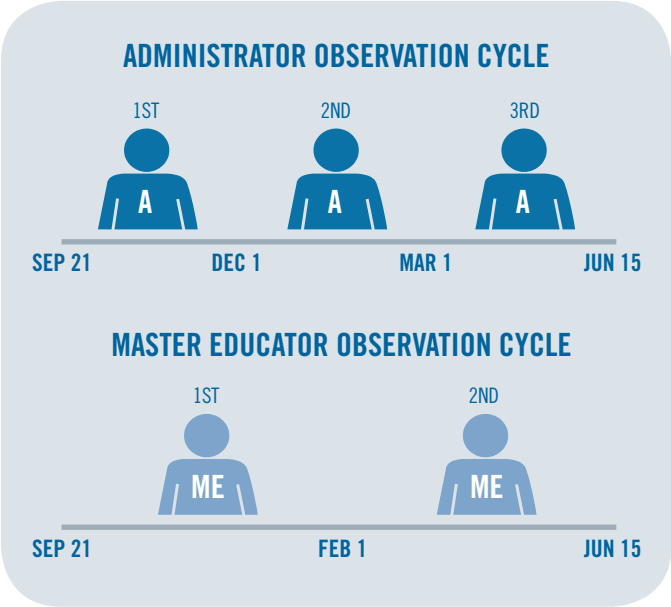
- Art: 1
- Early Childhood Education: 3
- Elementary Education: 8
- English Langauge Learner and Bilingual Education: 2
- Foreign Language: 1
- Music: 1
- Physical Education and Health: 1
- Secondary English: 3
- Secondary Math: 3
- Secondary Science: 2
- Secondary Social Studies: 2
- Special Education: 4

Will the Master Educators only perform observations?

No. They will also provide targeted professional development to help teachers improve their practice.

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 (matched to your subject area) will conduct two. The first administrator observation will occur between September 21 and December 1, the second between December 1 and March 1, and the third between March 1 and June 15. The first Master Educator observation will occur between September 21 and February 1. The second one will occur between February 1 and June 15.



Will the formal observations be announced or unannounced?

The first administrator and Master Educator observations will be announced no later than the day before they occur. All other observations will be unannounced.

How long will the formal observations last?

Each observation will last 30 minutes.

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 their ratings, provide feedback, and discuss next steps for professional growth.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based system called QuickBase. DCPS will provide training on how to use the system throughout the school year.

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 on the next page.

Will I have any informal observations?

Administrators are encouraged to conduct frequent informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an Instructional Coach, a Master Educator, and your colleagues to conduct informal observations in an effort to help you improve your practice.

Will informal observations count towards my IMPACT score?

No. Informal observations will have no bearing on your IMPACT score.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

SAMPLE SCORE CHART

TEACHING AND LEARNING FRAMEWORK: TEACH

Note: In 2009-2010, only the TEACH domain of the Teaching and Learning Framework will be assessed.

REVIEW CYCLE	INDIVIDUAL STANDARDS															CYCLE AVERAGE *(Average of T 1 to T 9)*
	TLF T1	TLF T2	TLF T3	TLF T4	TLF T5A	TLF T5B	TLF T5C	TLF T5	TLF T6	TLF T7	TLF T8	TLF T9A	TLF T9B	TLF T9C	TLF T9	
ADMINISTRATOR ASSESSMENT																
Cycle 1	3	3	3	4	4	2	3	3.0	4	4	4	3	4	4	3.7	3.5
Cycle 2	4	3	4	4	3	4	4	3.7	4	3	4	4	3	4	3.7	3.7
Cycle 3	4	4	3	4	3	3	4	3.3	3	4	3	4	3	4	3.7	3.6
MASTER EDUCATOR ASSESSMENT																
Cycle 1*	3	4	3	4	4	2	3	3.0	4	3	4	3	4	4	3.7	3.5
Cycle 2**	3	4	3	4	3	4	4	3.7	4	4	3	4	3	4	3.7	3.6
OVERALL ANNUAL COMPONENT SCORE *(Average of All Cycles)****																3.6

*Master Educators must complete the Cycle 1 assessment by 2/1, not 12/1 (the Cycle 1 end date for administrators).
**Master Educators must complete the Cycle 2 assessment by 6/15, not 3/1 (the Cycle 2 end date for administrators).
***The overall score is the average of all five ratings.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: PLAN

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

	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 (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	**Most** students (3 of 4 surveyed) 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, 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, 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 (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, **most** students (3 of 4 surveyed) 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, 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, 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.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher develops a **measurable** annual student achievement goal for her/his class.	Teacher develops a **general** annual student achievement goal for her/his class **OR does not develop** a goal at all.
Half of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	**Less than 1/2** of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
Based on the annual student achievement goal, 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.	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.
For any given unit, **1/2** of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, **less than 1/2** of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
Based on the long-term plan, Teacher plans daily lessons by **identifying** lesson objectives that are aligned to the DCPS content standards.	Teacher has **little or no evidence** of daily lesson planning based on the DCPS content standards.

Each line of the rubric is assessed independently.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

		LEVEL 4 (HIGHEST)	LEVEL 3
TLF T1: FOCUS STUDENTS ON LESSON OBJECTIVES			
TLF T1		Teacher **effectively** develops students' understanding of the objective by: 1) **communicating** what students will know or be able to do by the end of the lesson; 2) **connecting** the objective to prior knowledge; 3) **explaining** the importance of the objective; and 4) **referring back** to the objective at key points during the lesson.	Teacher **effectively** develops students' understanding of the objective by: 1) **communicating** what students will know or be able to do by the end of the lesson; 2) **connecting** the objective to prior knowledge; and 3) **explaining** the importance of the objective.
	COMMUNICATION OF OBJECTIVE	**Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson). *For example:* • "Students will be able to identify the main causes of World War II." • "Students will be able to describe the characteristics of an effective essay." • "Students will be able to divide by two-digit numbers." *Note: To "communicate" the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).*	**Communicates** the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson). *For example:* • "Students will be able to identify the main causes of World War II." • "Students will be able to describe the characteristics of an effective essay." • "Students will be able to divide by two-digit numbers." *Note: To "communicate" the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).*
	CONNECTION TO PRIOR KNOWLEDGE	**Connects** the objective to students' prior knowledge. • For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students' personal background or knowledge.	**Connects** the objective to students' prior knowledge. • For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students' personal background or knowledge.
	IMPORTANCE OF OBJECTIVE	**Explains** the importance of learning the objective by giving specific and meaningful real world or academic applications. • For example, the teacher might explain why solving equations is an essential skill for architects or explain how learning to compose clear thesis statements will help students write better essays in future classes.	**Explains** the importance of learning the objective by giving specific and meaningful real world or academic applications. • For example, the teacher might explain why solving equations is an essential skill for architects, or explain how learning to compose clear thesis statements will help students write better essays in future classes.
	REFERENCES TO OBJECTIVE	**Refers back** to the objective at key points during the lesson. • For example, the teacher might introduce each activity by explaining how it will help students accomplish the objective or might have students verbalize how their work connects to the objective.	**Does not refer** back to the objective at key points during the lesson.

	LEVEL 2	LEVEL 1 (LOWEST)
	Teacher **effectively** develops students' understanding of the objective by: 1) **communicating** what students will know or be able to do by the end of the lesson; and 2) **connecting** the objective to prior knowledge.	Teacher **ineffectively** develops students' understanding of the objective by **not communicating** it **OR** teacher **does not have** a clear objective **OR** teacher's lesson **does not connect** to the objective.

	Communicates the objective (i.e., what students are learning and what they will know or be able to do by the end of the lesson).
	For example:
	• "Students will be able to identify the main causes of World War II."
	• "Students will be able to describe the characteristics of an effective essay."
	• "Students will be able to divide by two-digit numbers."
	Note: To "communicate" the objective, the teacher must have it written in the room (e.g., on the board, on a projector, or on handouts for students) and must focus student attention on it in some way (e.g., by reading it to students or having them read it together).
		• **Does not communicate** the objective.
		For example:
		  • The teacher might not have the objective written in the room.
		  • The teacher might have the objective written in the room but not communicate it.
		• **Does not have** a clear objective.
		For example:
		  • The objective might only identify the topic and not state what students will know or be able to do by the end of the lesson (e.g., the objective might read "Addition" or "Learn about the Civil War").
		  • There may be no objective for the lesson.
		• Communicates an objective but lesson **does not connect** to the objective.

	Connects the objective to students' prior knowledge. • For example, the teacher might relate the current lesson to previous lessons, to what students have learned in other classes, or to the students' personal background or knowledge.	**Does not connect** the objective to students' prior knowledge.
	Does not explain the importance of learning the objective by giving specific and meaningful real world or academic applications.	

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

		LEVEL 4 (HIGHEST)	LEVEL 3
TLF T2: DELIVER CONTENT CLEARLY			
TLF T2		Teacher has a **dynamic** presence in the classroom **AND** delivers content that is: 1) **factually correct**; 2) **well-organized**; and 3) **accessible and challenging to all** students.	Teacher has a **solid** presence in the classroom **AND** delivers content that is: 1) **factually correct**; 2) **well-organized**; and 3) **accessible and challenging to most** students.
TLF T2	CLASSROOM PRESENCE	Has a **dynamic** presence: • Maintains student interest by using engaging body language, tone, and volume. • Speaks clearly using age-appropriate language. • Delivers content with confidence. • Conveys enthusiasm for content. *Note: To receive a Level 4 rating, a teacher does not need to be theatrical in her/his presentation. A variety of styles can yield dynamic instruction.*	Has a **solid** presence: • Maintains student interest by using engaging body language, tone, and volume. • Speaks clearly using age-appropriate language. • Delivers content with confidence.
TLF T2	FACTUALLY CORRECT CONTENT	Presents information **without** any mistake that would leave students with a misunderstanding at the end of the lesson. *Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher's rating.*	Presents information **without** any mistake that would leave students with a misunderstanding at the end of the lesson. *Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher's rating.*
TLF T2	WELL-ORGANIZED CONTENT	**Delivers** content in a well-organized manner. • For example, the teacher might begin by activating prior knowledge and then present concepts in a logical sequence so that each idea builds on the previous one.	**Delivers** content in a well-organized manner. • For example, the teacher might begin by activating prior knowledge and then present concepts in a logical sequence so that each idea builds on the previous one.
TLF T2	ACCESSIBLE AND CHALLENGING CONTENT	**Makes** content accessible and challenging to **all** students according to different levels of learning readiness. *For example, the teacher might:* • Spend additional time with certain students to ensure that they can access the content or to ensure that they are adequately challenged. • Assign leveled texts to different groups of readers. • Make specific, appropriate accommodations and/or modifications for students with special needs.	**Makes** content accessible and challenging to most students according to different levels of learning readiness. *For example, the teacher might:* • Spend additional time with certain students to ensure that they can access the content, but pay too little attention to a few struggling students to ensure that they can access the content. • Make some accommodations and/or modifications, but not all that are necessary, for students with special needs.

	LEVEL 2	LEVEL 1 (LOWEST)
	Teacher has a **solid** presence in the classroom **AND** delivers content that is **factually correct**.	Teacher has an **inadequate** presence in the classroom **OR** delivers **factually incorrect** information.
	Has a **solid** presence: • Maintains student interest by using engaging body language, tone, and volume. • Speaks clearly using age-appropriate language. • Delivers content with confidence.	Has an **inadequate** presence: • May not use engaging body language, tone, and volume. • May speak unclearly. • May deliver content without confidence.
	Presents information **without** any mistake that would leave students with a misunderstanding at the end of the lesson. *Note: A teacher may make one minor mistake that appears accidental in nature. In this case, the mistake should not affect the teacher's rating.*	Delivers information with **at least one** mistake that leaves students with a misunderstanding at the end of the lesson.
	Does not deliver content in a well-organized manner.	
	Does not make content accessible and challenging to **most** students according to different levels of learning readiness.	

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

TLF T3: ENGAGE ALL STUDENTS IN LEARNING

TLF T3

LEVEL 4 (HIGHEST)	LEVEL 3
All or nearly all students are actively engaged throughout the lesson.	**Approximately ¾** of the students are actively engaged throughout the lesson.

Examples of Active Engagement

- Students are attentive to visual cues.
- Students are eager to respond.
- Students are sitting up and tracking the teacher.
- Students ask questions or make comments about the lesson.
- Students follow directions.
- Students have their hands raised.
- Students interact constructively with materials and manipulatives.
- Students interact constructively with their peers and the teacher.

Notes

1) Observers will assess the fraction of students actively engaged every five minutes during the lesson. The average of those ratings will serve as the overall score for this standard.

2) If certain behaviors (e.g., rocking, tapping, or walking in class) are part of a student's IEP accommodation, they should not be considered signs of disengagement.

LEVEL 2	LEVEL 1 (LOWEST)
Approximately ½ of the students are actively engaged throughout the lesson.	**Less than ½** of the students are actively engaged throughout the lesson.

- Students make connections to their lives and the real world.
- Students participate in whole group activities.
- Students proactively attempt to clarify misunderstandings.
- Students volunteer to come to the board.
- Students work diligently on assignments.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

	LEVEL 4 (HIGHEST)	LEVEL 3
TLF T4: TARGET MULTIPLE LEARNING STYLES		
TLF T4	Teacher attempts to target **3 or more** learning styles and effectively targets **at least 3**.	Teacher attempts to target **3 or more** learning styles and effectively targets **2**.

Notes

1) Some examples of learning styles include auditory, visual, kinesthetic, tactile, and social/interpersonal.

2) An "effective" effort to target a learning style is one that is well-executed and significantly promotes student mastery of the objective. For example, a math teacher might have her/his students make angles with their arms as part of a lesson on different types of angles. Since the activity promotes student mastery of the objective, this would be counted as an "effective" targeting of the kinesthetic learning style as long as it was well-executed. If it was not well-executed (e.g., students were given unclear instructions and so did not understand how to make different types of angles with their arms), then it would count as a learning style "attempted" rather than as a learning style targeted "effectively."

3) A teacher must make a legitimate effort to target a learning style in order for it to be counted as an "attempted" learning style. An activity that has little or no connection to the objective should not be counted as an attempt (e.g., a physical activity just to reenergize students should not be counted as an attempt to target the kinesthetic learning style).

LEVEL 2	LEVEL 1 (LOWEST)
Teacher attempts to target **2** learning styles and effectively targets **2**.	Teacher attempts to target **fewer than 2** learning styles **OR** effectively targets **fewer than 2**.

4) There are different ways in which teachers effectively target multiple learning styles:

- The teacher might assign different activities tailored to students' individual learning styles or allow students to choose their own learning experience based on individual preferences. For example, tactile students might derive the formula for the area of a triangle by cutting rectangles in half while visual students might study pictures of triangles and rectangles on grid paper to observe that the area of a triangle is half the area of a rectangle.
- Or, the teacher might provide the whole class with the opportunity to interact with or engage in learning experiences that address diverse learning styles. For example, the teacher might show students hand gestures and movements that represent the relative sizes of different units of measurement (visual). The teacher might then lead a game of Simon Says in which students demonstrate the sizes of units of measurement with their hands (kinesthetic). Finally, students might work in pairs to answer questions about which units of measurement would be appropriate for given scenarios (interpersonal).

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

TLF T5A: CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING DURING THE LESSON	LEVEL 4 (HIGHEST)	LEVEL 3
	Teacher is **very effective** at checking for understanding.	Teacher is **mostly effective** at checking for understanding.
FREQUENCY	**Checks** for understanding of content **at all** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice).	**Checks** for understanding of content but **misses one or two** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice).
QUALITY	**Gets** an accurate "pulse" of the class's understanding from **every** check such that the teacher has enough information to adjust subsequent instruction if necessary.	**Gets** an accurate "pulse" of the class's understanding from **almost every** check (i.e., all but one or two) such that the teacher has enough information to adjust subsequent instruction if necessary.

TLF T5A

Examples of Checks for Understanding

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Calling on students individually from within groups
- 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

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 even if she or he does not call on every student. Or, if the teacher checks the understanding of a number of students, finds that very few of them understand some part of the lesson, and immediately reteaches that part to the entire class, s/he should receive credit for effectively getting the "pulse" of the class because s/he gained enough information to be able to adjust subsequent instruction.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **somewhat effective** at checking for understanding.	Teacher is **ineffective** at checking for understanding.
Checks for understanding of content but **misses several** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice).	**Checks** for understanding of content but **misses nearly all** key moments (i.e., when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice) **OR does not check** for understanding.
Gets an accurate "pulse" of the class's understanding from **most** checks (i.e., a majority) such that the teacher has enough information to adjust subsequent instruction if necessary.	**Does not get** an accurate "pulse" of the class's understanding from most checks. *For example, the teacher might:* • Neglect some students. • Use checks that provide only a limited picture of student understanding (e.g., the questions are too simple to get a complete view of how well students have mastered the objective).

- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using Fist-to-Five
- Using role playing
- Using Think-Pair-Share

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) All of the techniques in the list of examples above 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 well-executed and appropriate to the objective and thus succeed in getting the "pulse" of the class's understanding.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

TLF T5B: RESPOND TO STUDENT MISUNDERSTANDINGS

TLF T5B

LEVEL 4 (HIGHEST)	LEVEL 3
Teacher responds to **almost all** student misunderstandings with effective scaffolding.	Teacher responds to **about 3/4** of student misunderstandings with effective scaffolding.

Examples of Techniques for Scaffolding Learning

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Coaching
- Communicating concrete prompts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes

Notes

1) At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (e.g., 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 cases such as this, 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.

2) In some cases, it can be appropriate for a teacher to continue with the lesson even if a student or a small number of students still does not understand, provided that the teacher clearly makes some arrangement to address the misunderstanding later.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher responds to **about 1/2** of student misunderstandings with effective scaffolding.	Teacher responds to **less than 1/2** of student misunderstandings with effective scaffolding.

- Helping students to think aloud
- Modeling
- Providing auditory cues
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies

3) All of the techniques in the list of examples above 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.

4) If there are no evident student misunderstandings during the 30-minute observation, this category should be scored "N/A."

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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TLF T5C: PROBE FOR HIGHER-LEVEL UNDERSTANDING

TLF T5C

LEVEL 4 (HIGHEST)	LEVEL 3
Teacher **frequently** responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher **sometimes** responds to students' correct answers by probing for higher-level understanding in an effective manner.

Examples of Probes for Higher-Level Understanding

- Activating higher levels of inquiry on Bloom's taxonomy (i.e., using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," "restate," 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 understanding in a different context

Notes

1) At some points in a lesson, it is not appropriate to immediately probe for higher-level understanding (e.g., if students are rehearsing a skill such as pronunciation of phonemes). 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 "N/A."

2) The percentage of student answers that a teacher should respond to by probing for 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 likely be probing for higher-level understanding much of the time. In this case, an observer might be looking for a teacher to probe for higher-level understanding in response to roughly 50% or more of students' correct answers in order to be rated as "frequently." In contrast, in a lesson on the appropriate use of punctuation, a teacher should still be probing for higher-level understanding but might not do so quite as frequently. In this case, an observer might be looking for a teacher to probe for higher-level understanding in response to roughly 25% of students' correct answers in order to be rated as "frequently."

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **rarely** responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher **never** responds to students' correct answers by probing for higher-level understanding in an effective manner.

- Asking students questions to help them make connections
- Increasing rigor of lesson content or assessment
- Prompting students to make connections to previous material or prior knowledge

3) All of the techniques in the list of examples above can be effective probes for 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 an effective probe, the technique must be well-executed and appropriate to the objective and thus succeed in activating higher-level understanding.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

		LEVEL 4 (HIGHEST)	LEVEL 3
TLF T6: MAXIMIZE INSTRUCTIONAL TIME			
TLF T6		Teacher is **very effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.	Teacher is **mostly effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.
	ROUTINES, PROCEDURES & TRANSITIONS	**No** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities. *For example:* • Routines and procedures run smoothly without any prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do. • Transitions are orderly, efficient, and systematized, and require little teacher direction. • Students are never idle while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials).	**Little** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities. *For example:* • Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities but may have to ask a few questions or receive teacher guidance occasionally. • Transitions are generally smooth but require more teacher direction in order to run efficiently. • Students may be idle for very brief periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials).
	INSTRUCTIONAL PACING	**No** instructional time is lost due to inefficient instructional pacing. *For example:* • The teacher spends an appropriate amount of time on each part of the lesson. • The lesson progresses at a rapid enough pace that students are almost never bored or left with nothing to do (e.g., after finishing the assigned work).	**Little** instructional time is lost due to inefficient instructional pacing. *For example:* • The teacher spends too much time on one part of the lesson (e.g., allows the opening to continue longer than necessary). • The lesson progresses at a quick pace, but students may occasionally be bored or left with nothing to do (e.g., after finishing the assigned work).
	CLASSROOM MANAGEMENT	**No** instructional time is lost due to inappropriate or off-task student behavior. *For example:* • Inappropriate or off-task student behavior never interrupts or delays the lesson. • The teacher never needs to stop the lesson to address student behavior.	**Little** instructional time is lost due to inappropriate or off-task student behavior. *For example:* • Inappropriate or off-task student behavior only occasionally interrupts or delays the lesson. • The teacher rarely needs to stop the lesson to address student behavior.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **somewhat 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.
Some instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities. *For example:* • 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 (e.g., while the teacher takes attendance or prepares materials).	**Significant** instructional time is lost due to poorly designed routines and procedures or poorly executed transitions between activities. *For example:* • 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 simply ignore the teacher. • Transitions are disorderly and inefficient despite constant teacher direction. • Students may be idle for significant periods of time while waiting for the teacher (e.g., while the teacher takes attendance or prepares materials).
Some instructional time is lost due to inefficient instructional pacing. *For example:* • The teacher spends an excessive amount of time on one or more parts of the lesson (e.g., continues the guided practice even after all students have clearly mastered the skill). • The lesson progresses at a moderate pace, but students are sometimes bored or left with nothing to do (e.g., after finishing the assigned work).	**Significant** instructional time is lost due to inefficient instructional pacing. *For example:* • The teacher spends an inappropriate amount of time on one or more parts of the lesson (e.g., spends 20 minutes on the warm-up). • The lesson progresses at a notably slow pace, and students are frequently bored or left with nothing to do (e.g., after finishing the assigned work).
Some instructional time is lost due to inappropriate or off-task student behavior. *For example:* • Inappropriate or off-task student behavior sometimes interrupts or delays the lesson. • The teacher frequently needs to stop the lesson to address student behavior.	**Significant** instructional time is lost due to inappropriate or off-task student behavior. *For example:* • Inappropriate or off-task student behavior constantly interrupts or delays the lesson. • The teacher constantly needs to stop the lesson to address student behavior.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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	LEVEL 4 (HIGHEST)	LEVEL 3
TLF T7: INVEST STUDENTS IN LEARNING		
TLF T7	There is **significant** evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; **AND** 2) effectively works to instill the belief that students can succeed if they work hard.	There is **some** evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; **AND** 2) effectively works to instill the belief that students can succeed if they work hard.
	Evidence of High Expectations and Rigor • Assigning challenging content and work that accelerates learning while pushing students towards attainable objectives • Communicating and modeling high standards for student performance • Eliciting student comments indicating rigor of content and activities • Explicitly setting ambitious classroom goals • Giving all students adequate time to answer questions • Not accepting inadequate work • Providing timely, tailored, and thorough feedback to all students • Rewarding and reinforcing incremental successes towards goals	

LEVEL 2	LEVEL 1 (LOWEST)
There is **at least a little** evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; **AND** 2) effectively works to instill the belief that students can succeed if they work hard.	There is **no** evidence that the teacher establishes high expectations for all students and engages students in rigorous academic work **OR** there is **no** evidence that the teacher effectively works to instill the belief that students can succeed if they work hard.

Evidence of Belief that Hard Work Leads to Success

- Affirming (verbally or in writing) student effort or the connection between hard work and achievement
- Demonstrating perseverance, optimism, and positivity when working with a frustrated student
- Employing motivational activities (e.g., affirmation chants, poems, and cheers)
- Encouraging students to take academic risks through classroom activities
- Tying reward systems to academic achievement and/or effort
- Using monitoring systems (e.g., reading logs, process charts) that show evidence of goal setting

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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	LEVEL 4 (HIGHEST)	LEVEL 3
TLF T8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS		
TLF T8	There is **significant** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher.	There is **some** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher.
	Evidence of Positive Rapport • Calling on a variety of students • Demonstrating reciprocal trust • Discussing student feelings • Encouraging students to take academic risks • Maintaining eye contact • Maintaining a friendly demeanor • Providing genuine, regular affirmations	• Knowing student likes/dislikes • Knowing student preferences • Laughing with students • Recognizing student growth • Using class time to recognize student successes • Using encouraging words • Sharing appropriate personal information
	Notes A stern or assertive tone does not necessarily constitute disrespect. A teacher may sternly admonish a student or the entire class while still being respectful. Similarly, a sarcastic tone can be respectful and demonstrate positive rapport, though at other times it can constitute disrespect. Observers should take the teacher's tone, the context, and the students' reactions into consideration in assessing whether these situations demonstrate positive rapport or disrespect.	

LEVEL 2	LEVEL 1 (LOWEST)
There is **at least a little** evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the teacher.	There is **no** evidence that the teacher has a positive rapport with her/his students **OR** there are **1 or more** instances of disrespect by the teacher.
Examples of Disrespect • Directing inappropriate personal comment toward a student • Dismissing student needs (e.g., "I won't help you" or "I'm done with you") • Dismissively or critically commenting on a student or her/his family • Drawing negative attention to a student's disability • Embarrassing a student • Using sarcasm that visibly hurts or decreases the comfort of one or more students	

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

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TLF T9A: STUDENT BEHAVIOR

TLF T9A

LEVEL 4 (HIGHEST)	LEVEL 3
Inappropriate and off-task student behavior has **no** impact on the learning of students in the class.	Inappropriate and off-task student behavior has **little** impact on the learning of students in the class.
For example: • There may be rare instances of inappropriate or off-task student behavior, but these are isolated to the student and momentary in duration. • Inappropriate or off-task student behavior never escalates or causes other students to get off-task. • At all times, students follow established expectations of behavior and the teacher almost never has to interrupt instruction to address student behavior.	*For example:* • There may be periodic instances of inappropriate or off-task student behavior, but these are isolated to the student and momentary in duration. • Inappropriate or off-task student behavior never escalates and only causes other students to briefly get off-task on a few occasions. • The teacher might periodically have to interrupt instruction to address student behavior, but all interruptions are brief and do not interrupt the flow of instruction.

Examples of Inappropriate Behaviors

- Students leave the classroom without permission.
- Students inappropriately use school equipment, supplies, and facilities.
- Students pass notes.
- Students push, fight, or engage in other inappropriate or disruptive physical contact.
- Students sharpen pencils for excessive periods of time.
- Students sleep in class.

Notes

1) Observers should consider developmental level in determining what constitutes inappropriate or off-task behavior. For example, sleeping might not be considered an off-task behavior in an early childhood class in the same way that it would be in a high school class.

2) If certain behaviors (e.g., rocking, tapping, or walking in class) are part of a student's IEP accommodation, they should not be considered inappropriate.

LEVEL 2	LEVEL 1 (LOWEST)
Inappropriate and off-task student behavior has **some** impact on the learning of students in the class.	Inappropriate and off-task student behavior has a **significant** impact on the learning of students in the class.
For example: • There may be frequent instances of inappropriate or off-task student behavior. These may involve individuals or groups of students and may persist, but they do not last throughout the class period. • Inappropriate or off-task student behavior may occasionally escalate and may frequently cause other students to get off-task, but students are still generally able to focus on the lesson. • The teacher frequently has to interrupt instruction to get students back on task, but is still generally able to maintain the flow of instruction.	*For example:* • There may be constant instances of inappropriate or off-task behavior. These may involve individuals or groups of students, and they may last throughout the class period. • Inappropriate or off-task student behavior may frequently escalate and generally prevents most students in the class from being able to focus on the lesson. • The teacher constantly has to interrupt instruction to address student behavior and is unable to maintain the flow of instruction.

- Students socially converse with peers.
- Students throw objects.
- Students use profanity or make inappropriate gestures.
- Students use unauthorized portable electronic devices (e.g., mp3 players, cell phones).
- Students wander or run around the room.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

	LEVEL 4 (HIGHEST)	LEVEL 3
TLF T9B: REINFORCE POSITIVE BEHAVIOR		
TLF T9B	Teacher **strategically reinforces** positive behavior **AND** there is significant evidence that **students** reinforce positive classroom culture.	Teacher **strategically reinforces** positive behavior.
	Effective Ways to Reinforce Positive Behavior • Calling parents to recognize successes • Employing teaming strategies • Having short, individual conversations to affirm positive behavior • Non-verbally recognizing positive behavior (e.g., smiling, giving a thumbs-up or a high-five) • Tracking behavior through charts on walls or desks • Using individual and/or class incentives • Verbally recognizing positive behavior • Writing notes or praise to students	
	Notes 1) A teacher "strategically" reinforces positive behavior (Level 3 and 4) by reinforcing positive behavior at key moments to preempt inappropriate or off-task behavior or to bolster the positive behavior of a student who has struggled with inappropriate or off-task behavior.	

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **reinforces** positive behavior.	Teacher **does not** reinforce positive behavior.

Evidence that Students Reinforce Positive Classroom Culture

- Students actively listen and respond to each other during discussion.
- Students clap for each other.
- Students encourage each other with verbal praise or redirection.
- Students help each other grasp new concepts.
- Students help with classroom jobs or tasks.
- Students remain on task and ignore peers who exhibit off-task behavior.
- Students remind each other of behavior expectations in an appropriate manner.
- Students share or lend supplies.
- Students use respectful, polite language with each other.

2) The frequency with which teachers reinforce positive behavior will likely vary depending on grade level and on the strength of the teacher's classroom management. Effective teachers who have established clear expectations for behavior and are strong in classroom management may not need to engage in frequent reinforcement of positive behavior. A teacher like this who only reinforces positive behavior once or twice during the class period, perhaps targeting these reinforcements to individual students, can still be rated at Level 3 or 4 if these were the only times it was necessary to reinforce positive behavior.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

TLF T9C: ADDRESS INAPPROPRIATE, OFF-TASK, OR CHALLENGING BEHAVIOR

TLF T9C

LEVEL 4 (HIGHEST)	LEVEL 3
Teacher addresses **almost all** inappropriate, off-task, or challenging behavior efficiently.	Teacher addresses **most** inappropriate, off-task, or challenging behavior efficiently.

Examples of Addressing Inappropriate, Off-Task, or Challenging Behavior Efficiently

- Allowing students to have a moment to calm down
- Asking students to state their conflicts in order to find a mutually agreed upon solution
- Developing behavior contracts with students
- Employing use of student self-reflection sheets
- Encouraging students to move to a new location to calm down
- Encouraging students to speak with a peer about a problem
- Encouraging students to write about the problem in a journal
- Engaging students in one-on-one "talk time"
- Gesturing or using other non-verbal behavior cues
- Helping students to use emotion management techniques

Notes

1) Addressing inappropriate, off-task, or challenging behavior "efficiently" means addressing it quickly and effectively. Addressing behavior quickly does not necessarily mean that a teacher must address each behavior as soon as it arises (see Note #2), but rather that, when a teacher does address a behavior, s/he must address it quickly so that instructional time is not lost. Addressing behavior effectively means that, when a teacher addresses a behavior, s/he must address it in a way that ensures that the behavior does not continue, escalate, or recur.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher addresses **some** inappropriate, off-task, or challenging behavior efficiently.	Teacher **does not** address off-task, inappropriate, or challenging behavior efficiently.

- Moving students who are having trouble focusing
- Purposefully ignoring attention-seeking behavior that does not disrupt instruction
- Quietly communicating a warning
- Recognizing students who exhibit positive behavior
- Reminding students of class rules
- Standing near students who are off-task

2) In some cases, an effective teacher might not address an inappropriate or off-task student behavior immediately. For example, if a student is engaging in an attention-seeking inappropriate behavior, the most effective strategy might sometimes be to ignore the behavior as long as it is not affecting the learning of other students. Observers should consider the context of the behavior, other students' responses to it, and how long it persists in determining whether ignoring a particular student behavior is an effective means of addressing it.

3) If there are no off-task, inappropriate, or challenging behaviors during the entire observation period and the teacher thus has no opportunity to address them effectively, the teacher should receive a Level 4.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS

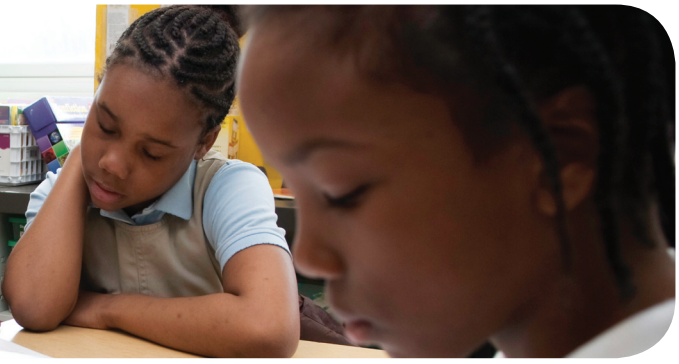
NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

	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 (e.g., 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 (e.g., selected response, constructed response, performance task, and personal communication).
TLF IE2: TRACK STUDENT PROGRESS DATA		
TLF IE2	Teacher: 1) routinely **records** the student progress data gathered in IE 1; 2) **uses a system** (e.g., gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) **at least 1/2** of the students (2 or more of 4 surveyed) know their progress toward mastery.	Teacher: 1) routinely **records** the student progress data gathered in IE 1; and 2) **uses a system** (e.g., 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, Teacher: 1) **re-teaches**, as appropriate; 2) **modifies long-term plans**, as appropriate; and 3) **modifies practice**, as appropriate.	In response to IE 2, Teacher: 1) **re-teaches**, as appropriate; and 2) **modifies long-term plans**, as appropriate.

Each line of the rubric is assessed independently.

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, Teacher **re-teaches**, as appropriate.	Teacher **does not re-teach**.

Each line of the rubric is assessed independently.



NON-VALUE-ADDED STUDENT ACHIEVEMENT GROWTH (NVA)

What is Non-Value-Added Student Achievement Growth?

To answer this question, we should first explain that "value-added" is a sophisticated statistical measure of a teacher's impact on her/his students' learning. To generate a value-added measurement, we need standardized test data about a teacher's students from before they entered her/his class and from after they spent a year learning with her/him. In DCPS, we use the DC CAS for this purpose. The only teachers for whom we have "before" and "after" DC CAS data are those who teach English or math in grades four through eight.

Even though we administer the DC CAS in the third and tenth grades, we cannot calculate value-added data for teachers of those grades. This is because we have no "before" data for their students, as we do not test at the end of second grade or at the end of ninth grade. And, of course, we cannot generate value-added data for teachers in all other grades and subjects because their students do not take the DC CAS at all.

Thus, for our purposes here, *non-value-added* student achievement growth refers to growth that is evidenced by high-quality assessments other than the DC CAS. Below is a sample of such measures:

- DC Benchmark Assessment System (DC BAS)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Developmental Reading Assessment (DRA)
- Curriculum-based assessments (e.g., Everyday Mathematics)
- Unit tests from DCPS-approved textbooks
- Off-the-shelf standardized assessments that are aligned to the DCPS Content Standards
- Rigorous teacher-created assessments that are aligned to the DCPS Content Standards
- Rigorous portfolios of student work that are aligned to the DCPS Content Standards

Measures that would not be acceptable include:

- Teacher-created assessments that are not aligned to the DCPS Content Standards
- Off-the-shelf standardized assessments that are not aligned to the DCPS Content Standards
- Informal portfolios of student work that are not aligned to the DCPS Content Standards
- Other assessments that are not aligned to the DCPS Content Standards

Given the importance of student achievement, why is this component only 10% of my overall assessment?

As a school system, we recognize that we still have a significant amount of work to do to establish norms for student achievement growth outside of the DC CAS grades and subjects. In recognition of this fact, we have decided to limit this component to just 10% of the overall assessment. As we develop clearer norms, we plan to increase this percentage. One of our goals for the 2009–2010 school year is to continue to work with you to establish these norms.

How will the evidence of my students' non-value-added growth be assessed?

Your administrator will assess your evidence according to the rubric at the conclusion of this section. S/he will assess you formally three times during the year. The first assessment will occur by December 1, the second by March 1, and the third by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive written feedback based on the Non-Value-Added Student Achievement Growth rubric and discuss next steps for increasing student learning.

How will my students' non-value-added growth be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating based on the rubric.

At the end of the year, your three 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.

SAMPLE SCORE CHART

NON-VALUE-ADDED STUDENT ACHIEVEMENT GROWTH

REVIEW CYCLE	INDIVIDUAL STANDARD NVA 1	CYCLE AVERAGE
Cycle 1	3	3.0
Cycle 2	4	4.0
Cycle 3	4	4.0
OVERALL ANNUAL COMPONENT SCORE *(Average of All Three Cycles)*		3.7

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

NON-VALUE-ADDED STUDENT ACHIEVEMENT GROWTH (NVA) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
NVA 1: NON-VALUE-ADDED STUDENT ACHIEVEMENT GROWTH		
NVA 1	**CYCLE 1**	
	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **90% or more** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **75%** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.
	CYCLE 2	
	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **90% or more** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **75%** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.
	CYCLE 3	
	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **90% or more** of her/his students **made** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards.	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **75%** of her/his students **made** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards.

	LEVEL 2	LEVEL 1 (LOWEST)
	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **50%** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher **does not have 1** high-quality source of evidence (i.e., one that is rigorous and reliable) **OR** does, but evidence indicates that **less than 50%** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.
	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **50%** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher **does not have 1** high-quality source of evidence (i.e., one that is rigorous and reliable) **OR** does, but evidence indicates that **less than 50%** of her/his students are **on track to make** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.
	Teacher has **at least 1** high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately **50%** of her/his students **made** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards.	Teacher **does not have 1** high-quality source of evidence (i.e., one that is rigorous and reliable) **OR** does, but evidence indicates that **less than 50%** of her/his students **made** significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards.

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures three 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 instructional collaboration (for instructional staff only).

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends upon the collective efforts of everyone in our schools. As many of you voiced during the focus groups we held last year on the new assessment process: "Teamwork is essential."

How will my Commitment to the School Community be assessed?

Your administrator will assess your Commitment to the School Community according to the rubric at the conclusion of this section. S/he will assess you formally three times during the year. The first assessment will occur by December 1, the second by March 1, and the third by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive written 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 three 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.

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY

REVIEW CYCLE	INDIVIDUAL STANDARDS					CYCLE AVERAGE *(Average of CSC 1 to CSC 3)*
	CSC 1	CSC 2	CSC 3A	CSC 3B	CSC 3	
Cycle 1	4	3	3 / 4 Average of A&B →		3.5	3.5
Cycle 2	3	4	4 / 3 Average of A&B →		3.5	3.5
Cycle 3	4	3	3 / 3 Average of A&B →		3.0	3.3
OVERALL ANNUAL COMPONENT SCORE *(Average of All Three Cycles)*						3.4

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES		
CSC 1	Individual goes **above and beyond** to support the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual **consistently** supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).
CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS		
CSC 2	In a job appropriate manner, Individual goes **above and beyond** to support the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	In a job appropriate manner, Individual **consistently** supports the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).
CSC 3: INSTRUCTIONAL COLLABORATION *(FOR INSTRUCTIONAL STAFF ONLY)*		
CSC 3A	Individual goes **above and beyond** to participate in and help develop programming for the Thirty-Minute Morning Block (TMMB).	Individual **consistently** participates in the TMMB.
CSC 3B	Individual goes **above and beyond** to collaborate with colleagues outside of the Thirty-Minute Morning Block (TMMB).	Individual **consistently** collaborates with colleagues outside of the TMMB.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Individual **sometimes** supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual **rarely** supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).
In a job appropriate manner, Individual **sometimes** supports the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	In a job appropriate manner, Individual **rarely** supports the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).
Individual **sometimes** participates in the TMMB.	Individual **rarely** participates in the TMMB.
Individual **sometimes** collaborates with colleagues outside of the TMMB.	Individual **rarely** collaborates with colleagues outside of the TMMB.

Each line of the rubric is assessed independently.

SCHOOL VALUE-ADDED (SVA)

What is School Value-Added?

School value-added is a sophisticated statistical measure of how much your school impacts student learning over the course of the year. In DCPS, value-added is based on the DC CAS.

Why is this one of my IMPACT components?

Because education is very much a team effort, we felt it was important to hold everyone in a building accountable for the overall success of the school. This is the same idea behind the TEAM (Together Everyone Achieves More) Program, which provides bonuses to all staff members in schools that meet certain performance targets.

TEAM
Together Everyone Achieves More
an EPIC *program*

Is School Value-Added the same as Adequate Yearly Progress (AYP)?

No. Adequate Yearly Progress is an "attainment" measure, meaning it is an absolute target that is required of all students, regardless of their current proficiency.

Value-added, on the other hand, is a "growth" measure. It is based on the *gains* that the students in your school make, not whether they surpass an absolute target.

How does School Value-Added work?

To explain value-added, it might be helpful to consider the following hypothetical scenario. Consider School A. Suppose that 50% of School A's students were proficient on the math portion of the DC CAS at the end of last school year. Now suppose that 60% are proficient at the end of this school year. The change in proficiency for School A's students would be 10 percentage points (50% to 60%).

Now let us consider School B. Just like School A's students, suppose that 50% of School B's students were proficient in math at the end of last school year. But let us suppose that 65% are proficient at the end of this school year. The change in proficiency for School B's students would be 15 percentage points (50% to 65%).

Which school was more successful? School B's students grew more so we might be inclined to say that it was the more successful school.

But what if *none* of School B's students qualified for free or reduced price lunch, received special education services, or were English Language Learners? And what if *all* of School A's students qualified for free or reduced price lunch, received special education services, and were English Language Learners?

Value-added attempts to address this complicated scenario by "controlling for," or taking into account, certain data about the students in a school (e.g., the percentage who qualify for free

or reduced price lunch). It does this by creating a "predicted growth" for each school. Each prediction is different as it depends on the characteristics of the students in a school. To determine the value-added measurement, the predicted growth is compared against the students' "actual growth." The actual growth is simply how much the students actually gained from one year to the next on the DC CAS. The difference between the predicted growth and the actual growth is the value-added measurement. High value-added schools are those whose students' actual growth exceeds their predicted growth. Those schools are "beating the odds" for their students.*

DEFINITION OF VALUE-ADDED

ACTUAL GROWTH – PREDICTED GROWTH = VALUE-ADDED

How is the predicted growth calculated?

To explain the predicted growth, we first need to discuss two different kinds of information that are related to student learning.

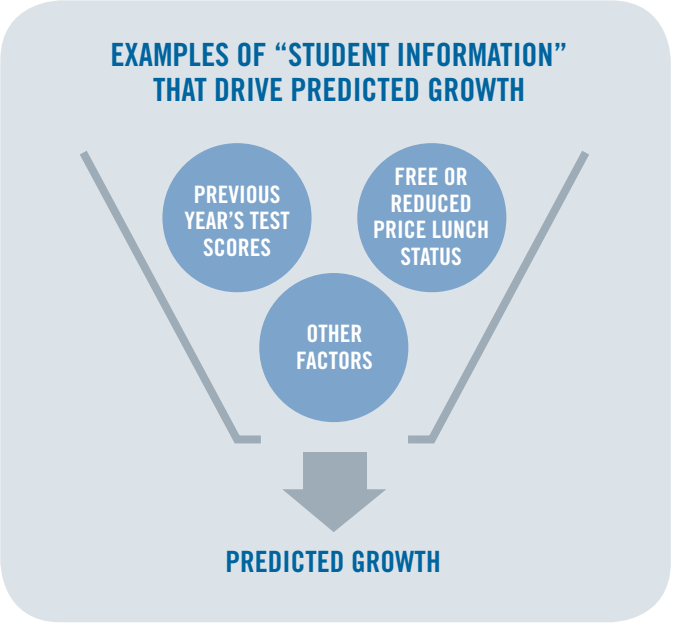
Let us call the first type of information "Student Information." This refers to measurable characteristics of students that, on average, are related to student learning, but that teachers do not directly control. Included in this category are students' test scores from the previous year, their free or reduced price lunch status, their special education status, their English Language Learner status, and other similar factors.

"STUDENT INFORMATION" VS. "TEACHER INFORMATION"

EXAMPLES OF "STUDENT INFORMATION"	EXAMPLES OF "TEACHER INFORMATION"
▪ Previous Year's Test Scores ▪ Free or Reduced Price Lunch Status ▪ Special Education Status ▪ English Language Learner Status	▪ Instructional Expertise ▪ Rigor of Lessons ▪ Ambitiousness of Expectations for Student Learning ▪ Extent of Efforts to Communicate with Students' Families

The second type of information, "Teacher Information," refers to all the things that are related to student learning that teachers *do* directly control. Included in this category are instructional expertise, the rigor of one's lessons, the expectations set for students, the degree to which a teacher communicates with her/his students' families about instruction, and other related factors.

**As explained in the following pages, value-added is based on students' scale scores, not their proficiency levels. The example on the preceding page is for illustrative purposes only.*



The predicted growth for students is calculated based on their "Student Information." At the end of the year, we calculate the average performance of students whose "Student Information" is just like that of the young people in your own school. That average is the predicted growth.

Let us suppose, for example, that 40% of the students in your school were proficient on the DC CAS last spring, that 80% qualify for free or reduced price lunch, that 25% receive special education services, and that 10% receive English Language Learner services.

Based on the DC CAS data from all of the students in the school system, we can calculate what the average performance was that year for a school composed of students just like those in your own school. That is what we call the predicted growth. It is how we would predict the students in your school to perform based on their "Student Information" alone.

How is the actual growth calculated?

The actual growth for students is calculated by comparing their *actual* scores from the end of last year with their *actual* scores from the end of the current year. Let us suppose that, on average, the students in your school exceeded their predicted growth. The students likely did so because of the impact of your school's teachers and other staff members. This is the "Teacher Information" that we discussed above.

If the students in your school exceeded the predicted growth, the teachers in your school likely provided exceptional instruction, had incredibly rigorous lessons, set the highest of expectations, and went above and beyond to communicate with your students' families. And it is likely that all the other adults in the school building diligently supported the instructional program. In short, the "value they added" was substantial and led to growth that was higher than what was predicted, on average, for the students in your school.

So how exactly does this work with the DC CAS?

Before going any further, it might be helpful to clarify a few points about the DC CAS. First, it is important to note the difference between "proficiency level" and "scale score." The proficiency levels on the DC CAS are Below Basic, Basic, Proficient, and Advanced. They are derived from the scale score.

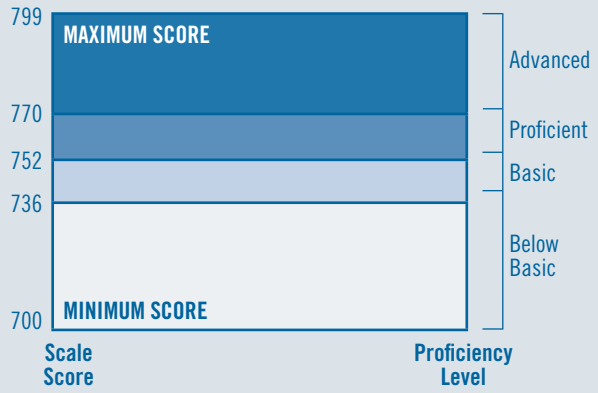
Each grade has a scale score with a 100-point range. For example, the fourth grade scale score begins at 400 and ends at 499; the fifth grade scale score begins at 500 and ends at 599; and so on.

DC CAS SCALE SCORE RANGES

GRADE	MINIMUM SCALE SCORE	MAXIMUM SCALE SCORE
4	400	499
5	500	599
6	600	699
7	700	799
8	800	899

As noted above, the proficiency levels are created from the scale score. For example, in 2008, Below Basic in seventh grade reading was a scale score between 700 and 736. Basic was a scale score between 736 and 752, and so on. To determine value-added, we use the scale score, not the proficiency level.

DC CAS SCALE SCORES AND PROFICIENCY LEVELS (2008 READING — 7TH GRADE)



Now let us return to how we calculate a value-added score. Recall that we do so by comparing a school's average predicted growth with its average actual growth. Let us suppose a school's average predicted growth across all grades was 104 scale score points. And let us suppose that its average actual growth was 114 points. If we subtract the predicted growth (104 points) from the actual growth (114 points) we arrive at the school's value-added: 10 points above the prediction.

Why are the proficiency levels not used in value-added?

The proficiency levels do not provide enough detail about a student's performance. A student could grow significantly, from 700 to 736 in scale score points, for example, but still be in the Below Basic category. We want to be more precise in assessing a school's impact on student performance. Using the scale scores to calculate value-added helps us do that.

SAMPLE VALUE-ADDED CALCULATION

ACTUAL GROWTH	–	PREDICTED GROWTH	=	VALUE-ADDED
114 POINTS	–	104 POINTS	=	10 POINTS ABOVE THE PREDICTION

What is a "good" value-added score?

We want to see value-added scores that are above the prediction. Such scores indicate schools that are, on average, helping their students "beat the odds."

From the school system's perspective, the value-added score of the hypothetical school we have been discussing (10 points above the prediction) is quite respectable.

Does a value-added score that is below the prediction mean that student learning went backwards?

Not necessarily. It just means that the students learned less than what similar students learned, on average, that year.

How does my school's value-added score get added into my IMPACT assessment?

Recall that the value-added score is the difference between the average actual growth of the students in your school and their average predicted growth. In the example above, the value-added score was 10 points above the prediction. We call that the school's "raw" value-added score. For the purposes of IMPACT, we convert the raw score into a "final" value-added score, which will be a number from 4.0 (highest) to 1.0 (lowest). We do this because all IMPACT components are rated on a 4 to 1 scale. Raw value-added scores that are substantially above the prediction will be converted to final scores that are closer to 4.0 and those that are substantially below the prediction will be converted to final scores that are closer to 1.0.

In December, we will be able to provide a chart showing the exact conversion from raw value-added scores to final value-added scores. That is, the chart will show you exactly how many DC CAS points above the predicted growth will lead to a final value-added score of 4.0, how many will lead to a final value-added score of 3.5, and so on. The chart will also show how many DC CAS points below the predicted growth will lead to a final value-added score of 1.0, how many will lead to a final value-added score of 1.5, and so on. We need to wait until December because we need the next few months to analyze the most recent DC CAS data (from last spring) in order to calibrate the conversion process for this school year.

When will I get my school's final value-added score?

Because we need data from the DC CAS to calculate your school's value-added score, you will not receive your school's score until after the conclusion of the school year. We are working with the Office of the State Superintendent of Education (OSSE) to reduce the time it takes to receive the final DC CAS data so that we can provide value-added scores sooner.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

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 three times during the year. The first assessment will occur by December 1, the second by March 1, and the third by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive written 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 on the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric (and you receive no ratings of Significantly Below Standard), your overall score for this component will be Slightly Below Standard and you will see a small deduction in your final IMPACT score.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric, your overall score for this component will be Significantly Below Standard and you will see a significant deduction in your final IMPACT score.

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

SAMPLE SCORE CHART

CORE PROFESSIONALISM

REVIEW CYCLE	INDIVIDUAL STANDARDS				CYCLE AVERAGE *(Lowest of CP 1 to CP 4)*
	CP 1	CP 2	CP 3	CP 4	
Cycle 1	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 3	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
OVERALL ANNUAL COMPONENT SCORE *(Lowest of All Three Cycles)*					Meets Standard

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

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 (e.g., 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 (e.g., 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.

Each line of the rubric is assessed independently.

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 (e.g., 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.

Each line of the rubric is assessed independently.

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.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE		WEIGHTED SCORE	
Teaching and Learning Framework (TLF)	3.6	x	80	=	288
Non-Value-Added Student Achievement Growth (NVA)	3.7	x	10	=	37
Commitment to the School Community (CSC)	3.4	x	5	=	17
School Value-Added (SVA)	3.6	x	5	=	18
TOTAL					**360**

Step 3

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

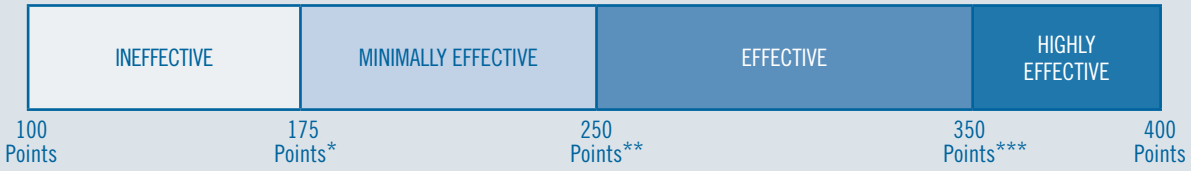
Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard, then your total score remains unchanged. If your rating is Slightly Below Standard, then 10 points are subtracted from your total score. If your rating is Significantly Below Standard, then 20 points are subtracted. In the example above, the individual's rating for this component is Meets Standard, so no points have been subtracted.

Step 5

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

OVERALL IMPACT SCALE



**A score of exactly 175 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Effective.*

****A score of exactly 350 would be classified as Highly Effective.*

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. DCPS hopes to provide additional compensation to individuals who earn this rating.

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 will have access to additional professional development resources to help them increase their effectiveness. Such individuals will also 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 disagree with my rating, what are my options?

First and foremost, we want to ensure that your ratings are accurate. If, at *any* point in the year, you feel that your assessment is being conducted improperly, we encourage you to contact the DCPS Office of Labor Management and Employee Relations (LMER) at 202-442-5373. We also encourage you to contact your union representative. Our hope is that we can collaboratively work to rectify any inaccuracies or improprieties as soon as they are known. Doing so is in everyone's best interests. When there is a legitimate difference of opinion that cannot be resolved, we encourage you to avail yourself of all rights provided for in your collective bargaining agreement.

CONCLUDING MESSAGE

As noted in the Chancellor's opening letter, we called this system "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.

Just as you are critical to expanding the life opportunities of our students, so, too, are you critical to ensuring that IMPACT continues to grow and evolve over the coming years. We acknowledge that IMPACT is not perfect. And so we ask you to provide honest and constructive feedback over the coming year to help us make "Version 2.0" even better.

Starting in October, we will be holding a year-long series of feedback sessions to gather input for the 2010–2011 version. We encourage you to attend and make your voice heard.

Thank you in advance for your participation in this effort. Together, we will make IMPACT a national standard, and, in so doing, help advance the achievement of children across this country.

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