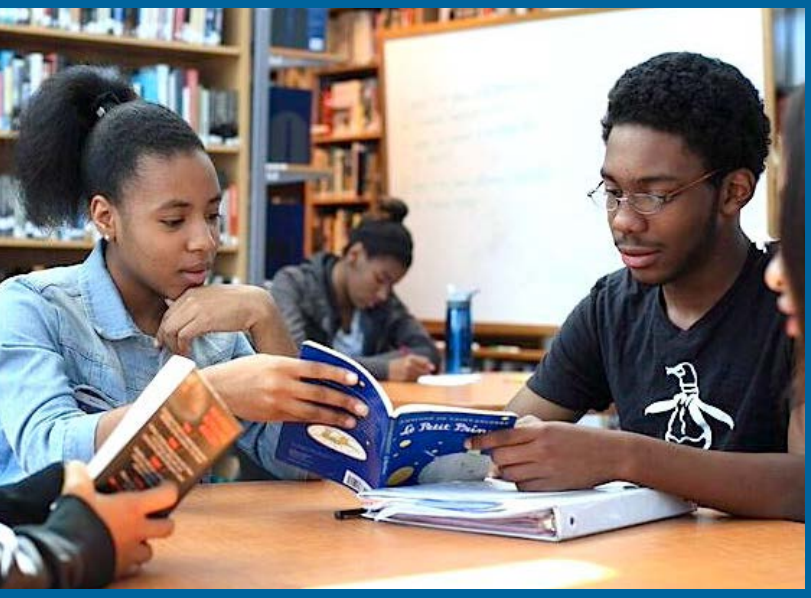
Counselors

GROUP 10



IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2016 2017

Cover photos by Eric Reithel and Andrew Schantz

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LETTER FROM THE CHANCELLOR

Dear Staff,

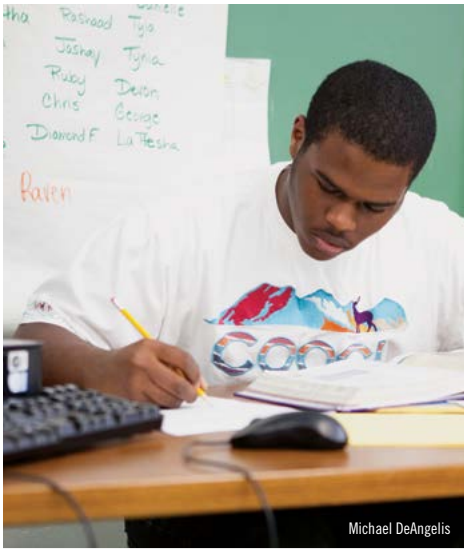
We have made an enormous amount of progress over the last few years. As you know, according to the National Assessment of Educational Progress (NAEP), DCPS is the fastest improving urban school system in the country. In addition, our graduation rates are up and our enrollment is rising for the fifth year in a row.

Our collective success is due to the extraordinary work you do every day in partnership with our teachers, school leaders, students, and families. You help make our schools welcoming environments and support our students' intellectual, social-emotional, and physical needs—all of which is critical to student success.

I am so proud of the work we have done together, and I am excited to see our district continue to move forward with innovation, urgency, and optimism. Thank you for all that you do for our students and families every day. We are DCPS, and we are doing this!

With great appreciation,

Kaya Henderson
Chancellor, District of Columbia Public Schools


Michael DeAngelis

Simona Monnatti

Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

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

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

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

Michael DeAngelis

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GROUP 10: OVERVIEW

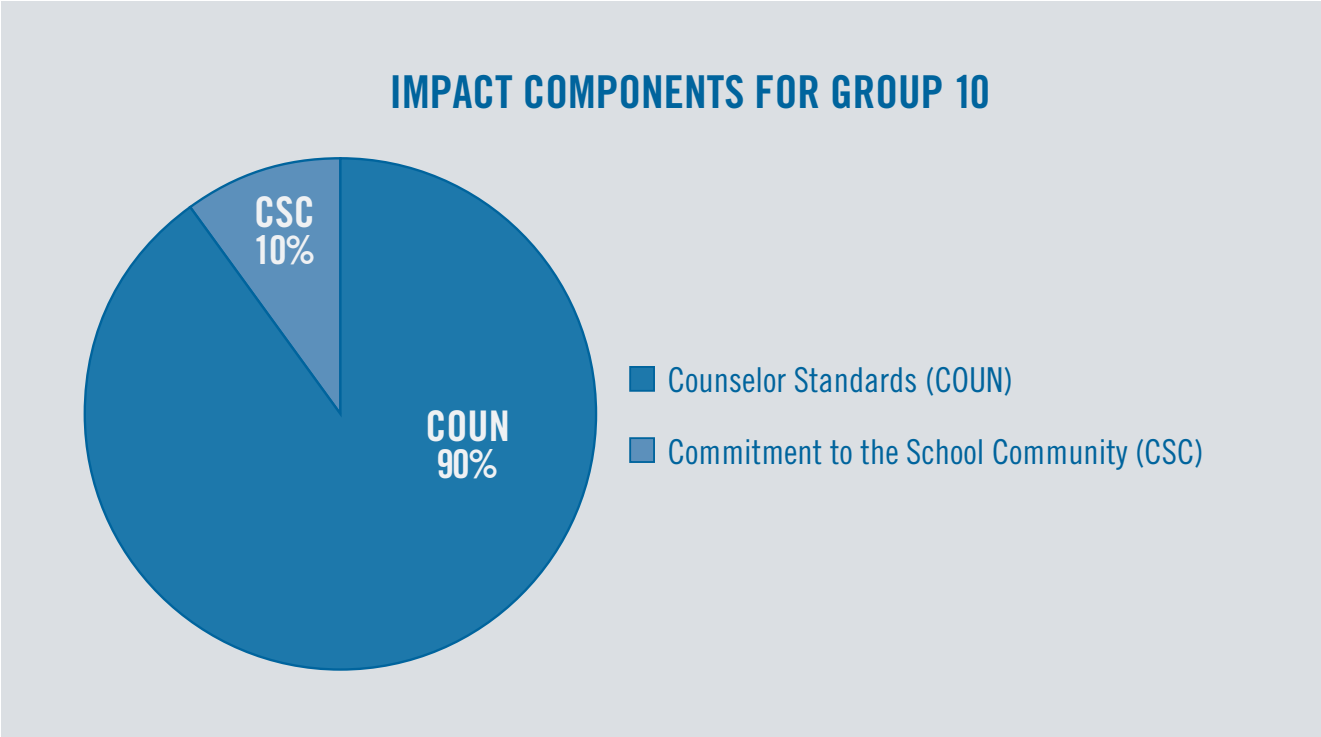
Who is in Group 10?

Group 10 consists of all counselors.

What are the IMPACT components for members of Group 10?

There are three IMPACT components for members of Group 10. Each is explained in greater detail in the following sections of this guidebook.

- **Counselor Standards (COUN)** — These standards define excellence for counselors in DCPS. They make up 90% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **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 10
CSC
10%
COUN
90%
Counselor Standards (COUN)
Commitment to the School Community (CSC)

COUNSELOR STANDARDS

What are the Counselor Standards?

These standards define excellence for counselors in DCPS. They include:

- Standard 1: Data-Driven Program
- Standard 2: Individual Student Planning
- Standard 3: Guidance Curriculum
- Standard 4: Responsive Counseling
- Standard 5: Student and Family Relationships
- Standard 6: Collaboration
- Standard 7: Scheduling (For High School Counselors Only)

Who developed the Counselor Standards?

The standards were developed in collaboration with DCPS counselors. Per their guidance, the standards are based to a large extent on those established by the American School Counselor Association (ASCA).

How will my proficiency in the Counselor Standards be assessed?

Your administrator will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by February 2 and the second by June 8.

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

If your administrator makes at least two attempts to schedule a conference with you prior to the Cycle deadline and you are unable to meet or unresponsive, the assessment will be valid without the conference. Valid attempt methods include, but are not limited to, phone calls, text messages, emails, notes in your school inbox, and/or in-person conversations.

How will my proficiency in the Counselor Standards be scored?

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

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

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

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

Staff members who have earned Highly Effective ratings during both of the last two school years will receive an assessment by February 2. If the score from this assessment is 3.0 or higher, the IMPACT team will notify the staff member via email after Cycle 1 ends that she/he will not be receiving a second assessment, unless requested by the staff member on the IMPACT database (http://impactdcps.dc.gov). If the score is below 3.0, the staff member will continue on the normal assessment schedule.

Please note that staff members who are shared between two schools will receive an assessment by each of their administrators by February 2. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART

COUNSELOR STANDARDS (COUN)

COUNSELOR STANDARDS (COUN)	CYCLE ENDS 2/2	CYCLE ENDS 6/8	OVERALL *(Average of Cycles)*
COUN SCORE *(Average of COUN 1 to COUN 7)*	3.42	3.71	3.57
COUN 1: Data-Driven Program	3.0	4.0	
COUN 2: Individual Student Planning	4.0	3.0	
COUN 3: Guidance Curriculum	4.0	4.0	
COUN 4: Responsive Counseling	3.0	3.0	
COUN 5: Student and Family Relationships	4.0	4.0	
COUN 6: Collaboration	3.0	4.0	
COUN 7: Scheduling (For High School Counselors Only)	3.0	4.0	

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If I have additional questions about the Counselor Standards, whom should I contact?

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

COUN COUNSELOR STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
COUN 1	**DATA-DRIVEN PROGRAM**	
	Counselor **meets Level 3** expectations AND **extends impact** by regularly updating the counseling plan based on new data.	Counselor **consistently** uses accurate, timely, and detailed data from multiple sources to plan and execute a counseling program that aligns with American School Counselor Association (ASCA) standards.
	For example: • *Using a variety of formal and informal techniques, such as surveys and pre- and post-tests, to assess student needs* • *Using available data, such as attendance, grades, and test scores, to set goals for the counseling program, evaluate progress, and report out to stakeholders*	
COUN 2	**INDIVIDUAL STUDENT PLANNING**	
	Counselor **meets Level 3** expectations AND **extends impact** by communicating extensively with students' families to help facilitate transitions.	Counselor **consistently** develops high-quality, individualized plans for each student's transition to the next level of schooling or to the workplace.
	For example: • *Conducting career interest surveys and coordinating college fairs, career days, and other activities to support the Individual Graduation Plan* • *Completing letters of understanding (LOU) with high school students to inform students of their graduation status and plan any necessary interventions*	
COUN 3	**GUIDANCE CURRICULUM**	
	Counselor **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, the guidance curriculum.	Counselor **consistently** designs, implements, and evaluates a high-quality guidance curriculum that addresses academic achievement, career planning, and personal and social development.
	For example: • *Ensuring that the guidance curriculum is sequenced effectively and developmentally appropriate* • *Providing classroom guidance and group counseling activities on topics such as conflict resolution, test-taking skills, peer mediation, respecting self and others, and success skills*	
COUN 4	**RESPONSIVE COUNSELING**	
	Counselor **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, the responsive counseling program.	Counselor **consistently** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; and **always** maintains confidentiality in accordance with professional standards.
	For example: • *Facilitating regular grief/bereavement groups* • *Assisting with the development of the school crisis plan and responding to crises effectively*	

LEVEL 2	LEVEL 1 (LOWEST)
Counselor **sometimes** uses accurate, timely, and detailed data from multiple sources to plan and execute a counseling program that aligns with American School Counselor Association (ASCA) standards.	Counselor **rarely or never** uses accurate, timely, and detailed data from multiple sources to plan and execute a counseling program that aligns with American School Counselor Association (ASCA) standards.
Counselor **sometimes** develops high-quality, individualized plans for each student's transition to the next level of schooling or to the workplace.	Counselor **rarely or never** develops high-quality, individualized plans for each student's transition to the next level of schooling or to the workplace.
Counselor **sometimes** designs, implements, and evaluates a high-quality guidance curriculum that addresses academic achievement, career planning, and personal and social development.	Counselor **rarely or never** designs, implements, and evaluates a high-quality guidance curriculum that addresses academic achievement, career planning, and personal and social development.
Counselor **sometimes** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; and **always** maintains confidentiality in accordance with professional standards.	Counselor **rarely or never** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; or **does not always** maintain confidentiality in accordance with professional standards.

	LEVEL 4 (HIGHEST)	LEVEL 3
COUN 5	**STUDENT AND FAMILY RELATIONSHIPS**	
	Counselor **meets Level 3** expectations AND **extends impact** by helping connect students' families with any external resources they may need.	Counselor **consistently** communicates with students' families and effectively engages them in the development and implementation of the counseling program.

For example:

- *Maintaining an active school counseling advisory board*
- *Providing a school counseling brochure and other materials to parents and stakeholders*
- *Providing family workshops on topics such as choosing a school, scholarships, access to college, and other topics, as appropriate*

COUN 6	**COLLABORATION**	
	Counselor **meets Level 3** expectations AND **extends impact** by providing high-quality professional development to school staff on counseling-related matters.	Counselor **consistently** involves school staff, in a meaningful manner, in the planning and execution of the counseling program; supports school staff in meeting student needs; and maintains meaningful relationships with external support agencies.

For example:

- *Collaborating with school administrators on the design of the school counseling program and the school counseling management agreement*
- *Collaborating with teachers to provide guidance lessons on relevant topics such as resume writing and career opportunities*
- *Assisting school staff with the development of behavior intervention plans*
- *Providing professional development workshops on child abuse, college entrance exams, individual graduation portfolios, and other topics, as appropriate*

COUN 7	**SCHEDULING (FOR HIGH SCHOOL COUNSELORS ONLY)**	
	Counselor **meets Level 3** expectations AND **extends impact** by helping develop systems to improve the efficiency of the scheduling process.	Counselor **consistently** fulfills all duties related to course scheduling in a timely, efficient, and effective manner.

For example:

- *Ensuring students understand available courses and how to register*
- *Reviewing student course selections and meeting with students to ensure that they have the courses necessary to graduate*
- *Ensuring students in special populations are placed in appropriate courses*
- *Actively participating as part of the scheduling team*

LEVEL 2	LEVEL 1 (LOWEST)
Counselor **sometimes** communicates with students' families and effectively engages them in the development and implementation of the counseling program.	Counselor **rarely or never** communicates with students' families or effectively engages them in the development and implementation of the counseling program.
Counselor **sometimes** involves school staff, in a meaningful manner, in the planning and execution of the counseling program; supports school staff in meeting student needs; and maintains meaningful relationships with external support agencies.	Counselor **rarely or never** involves school staff, in a meaningful manner, in the planning and execution of the counseling program; supports school staff in meeting student needs; or maintains meaningful relationships with external support agencies.
Counselor **sometimes** fulfills all duties related to course scheduling in a timely, efficient, and effective manner.	Counselor **rarely or never** fulfills all duties related to course scheduling in a timely, efficient, and effective manner.

CSC COMMITMENT TO THE SCHOOL COMMUNITY

What is Commitment to the School Community?

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

Why is this one of my IMPACT components?

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

How will my Commitment to the School Community be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section. The first assessment will occur by February 2 and the second by June 13. For more information about school-specific CSC expectations, please contact your administrator.

At the end of each cycle, you can view your final Commitment to the School Community score in the IMPACT database (http://impactdcps.dc.gov). While a conference to discuss your Commitment to the School Community score is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 2/2	CYCLE ENDS 6/13	OVERALL *(Average of Cycles)*
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.66	4.0	3.83
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	4.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	N/A	N/A	
CSC 5: Instructional Collaboration (for Teachers Only)	N/A	N/A	

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

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

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CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1	**SUPPORT OF THE LOCAL SCHOOL INITIATIVES**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local initiatives include: increased student attendance rate, suspension rate reduction, use of inquiry-based lessons, and school-wide behavioral supports or programs.	
CSC 2	**SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS***	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.	Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
	Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collaborating with special education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supporting the attainment of language objectives, and participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data).	
CSC 3	**HIGH EXPECTATIONS**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.
	Examples of how one might promote high expectations include: supporting achievement through rigorous academic work and challenging extracurricular opportunities; modeling high personal standards; assigning and communicating grades in a manner consistent with district and school grading policy; and emphasizing pride in self, school, and community.	

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

LEVEL 2	LEVEL 1 (LOWEST)
Individual **sometimes** supports the local school initiatives in an effective manner.	Individual **rarely or never** supports the local school initiatives in an effective manner.
Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.	Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.	Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4	**PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.
	Examples of how one might engage students' families include: communicating with families regularly (e.g., phone calls, text messages, emails, or home visits), including families in class projects, sharing data with families about student progress (strengths and areas for growth) and strategies for supporting student learning at home, collaborating with families to set goals throughout the year, encouraging families to attend school and district events including parent-teacher conferences, and creating a welcoming classroom environment for families.	
CSC 5	**INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)**	
	Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.
	Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.	

Andy Le

Brian Tropiano

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **sometimes** engages students' families as valued partners in an effective manner.	Teacher **rarely or never** engages students' families as valued partners in an effective manner.
Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.	Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.

Andy Le

Andy Le

CP CORE PROFESSIONALISM

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 will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 2 and the second by June 13.

At the end of each cycle, you can view your final Core Professionalism rating in the IMPACT database (http://impactdcps.dc.gov). While a conference to discuss your Core Professionalism rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Core Professionalism be rated?

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 rating 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 rating chart below.

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

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

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

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

SAMPLE RATING CHART

CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 2/2	CYCLE ENDS 6/13	OVERALL
CP SCORE *(Lowest of CP 1 to CP 4)*	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	

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

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

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CP CORE PROFESSIONALISM

	MEETS STANDARD	SLIGHTLY BELOW STANDARD
CP 1	**ATTENDANCE**	
	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**	
	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**	
	Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	**With rare exception,** individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4	**RESPECT**	
	Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	**With rare exception,** individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

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

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

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block) OR individual has committed a **single egregious act** in violation of DCPS and/ or local school policies and procedures as determined by the school leader.

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner OR individual has committed a **single egregious act** of disrespect as determined by the school leader.

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

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

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

FOR COUNSELORS

The DCPS Central Office provides and coordinates professional development for all school counselors in DCPS. Topics include college and career readiness, career development and planning, academic counseling, social emotional counseling, responding to students in crisis, school guidance and policies, and using data to evaluate school counseling programs. APS also provides technical support to counselors, administrators, and school staff on counseling activities and academic policies.

School counselors receive professional development during district professional development days, half-day workshops and operational trainings that are offered throughout the year. Counselors are provided with a calendar that outlines the professional opportunities that are scheduled for the year with additional trainings made available throughout the year.

In addition, there are many external PD opportunities offered to school counselors:

- The Office of the State Superintendent of Education offers resources, best practices, and trainings for counselors through its College and Credential Completion Network (C3N): http://www.c3n-dc.com/Counselors.
- The American School Counseling Association (ASCA) provides resources and trainings: http://www.schoolcounselor.org.
- The National Association for College Admission Counseling (NACAC) offers college counseling support and online webinars: http://www.nacacnet.org.
- The College Board provides online and on-site workshops: http://professionals.collegeboard.com/prof-dev.
- The National Training for Counselors and Mentors (NT4CM) provides free training and support for counselors and mentors who assist students and their families in preparing financially for college: http://financialaidtoolkit.ed.gov/tk/training/trainers.jsp.
- Trinity University offers continuing education courses for school counselors and other educators: http://www.trinitydc.edu/continuing-education/.
- Catholic University holds professional development workshops and institutes for which educators can earn graduate course credits: http://education.cua.edu/Workshops/workshops.cfm.

Counselors are invited to take advantage of professional development offerings coordinated by the Washington Teachers' Union, including workshops on school-family connections and other relevant topics.

CANVAS

Canvas (https://dcps.instructure.com) is an online platform that provides teachers with curricular resources across all subjects. Curricular resources are aligned with Common Core State Standards, Next Generation Science Standards, and other academic standards. These resources include scope and sequence documents, unit overviews, recommended anchor texts, suggested summative assessments, Cornerstones assignments, and many other resources.

Teachers may access these resources and sign up for relevant events and announcements by visiting https://dcps.instructure.com and logging in using their DCPS email address (first.last@dc.gov) and e-mail password. Should they have questions, teachers may contact canvas@dc.gov.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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

DCPS UNION PARTNERS

Most DCPS staff members are represented by one of four valued union partners. Should employees have questions regarding their union membership, they may contact HR Answers at 202-442-4090. Our union partners include:

- **American Federation of State, County, and Municipal Employees (AFSCME) Local 2921:** American Federation of State, County, and Municipal Employees (AFSCME) members work in public schools throughout the nation in helping children realize their full potential. They do so by providing services critical to an effective and healthy learning environment — assisting in the classroom, and providing clerical and other support to teachers, administrators, and families. AFSCME Local 2921 represents DCPS' school-based clerical staff and educational aides. For more information, please visit www.districtcouncil20.org.
- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit www.teamsters639.com.
- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit www.councilofschoolofficers.org.
- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 5,000 members in Washington, D.C., including teachers, instructional coaches, counselors, library media specialists, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit www.wtulocal6.org.

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 score 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
Counselor Standards (COUN)	3.57	x 90	= 321.3
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**356**

Step 3

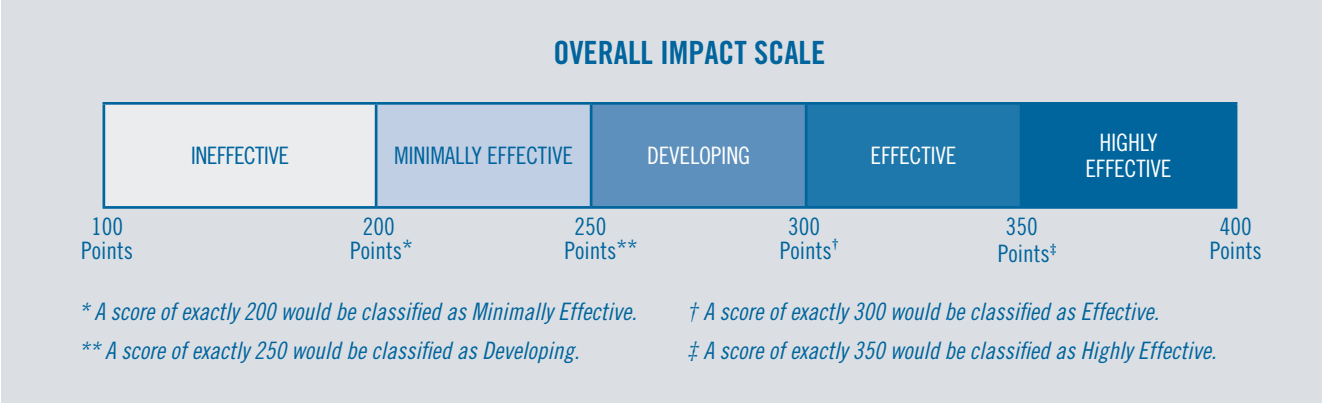
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

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

Step 5

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



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

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Council of School Officers (CSO) and the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation as outlined in the IMPACT*plus* section of this guidebook.

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

Developing: This rating signifies performance that is below expectations. In addition, a CSO or WTU member who earns a Developing rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If, after three years, an individual does not move beyond the Developing rating, he or she will be subject to separation.

Minimally Effective: This rating signifies performance that is significantly below expectations. In addition, a CSO or WTU member who earns a Minimally Effective rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If, after two years, an individual does not move beyond the Minimally Effective rating, he or she will be subject to separation.

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

Note: In very rare cases, a principal may recommend that a staff member be separated more expeditiously than outlined above if the staff member's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that a staff member who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel comprised of senior leaders in DCPS will review the recommendation and issue a decision. Staff members will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

If I have a concern about my rating, whom should I contact?

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

If I earn a Minimally Effective rating and then a Developing rating, will I have one more year to improve?

Yes, you will have one additional year to improve your performance to Effective or Highly Effective. However, if you receive a third consecutive rating that is below expectations (i.e., Ineffective, Minimally Effective, or Developing), you will be subject to separation.

If I earn a Developing rating and then a Minimally Effective rating, will I have one more year to improve?

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation.

What can I do if I disagree with my final rating?

If you receive a final IMPACT rating of Ineffective, Minimally Effective, or Developing and you would like to appeal your rating, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will convene to review all appeals and provide a recommendation to the Chancellor who will make a final decision. More information regarding the Chancellor's Appeals Process and final IMPACT scores will be shared with eligible employees.

Note: Employees may have other appeals options available through their union's collective bargaining agreement and are encouraged to contact their union representative for more information.

Will my IMPACT evaluation be affected by my position at an Extended Year school?

No. For the 2016–2017 school year, your IMPACT evaluation will not be affected if your school transitioned to Extended Year. You will continue to receive all components of your evaluation, as indicated in your guidebook, with the same deadlines as schools that have not transitioned to Extended Year.

IMPACT*plus* — WTU

What is IMPACT*plus*?

IMPACT*plus* is a performance-based compensation system for members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) who are evaluated under IMPACT.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus. Teachers in Groups 1–7 at high-poverty schools are eligible for base salary increases upon reaching the Advanced, Distinguished, or Expert LIFT stages.

How do I know if I am a WTU member?

Teachers, instructional coaches, counselors, library media specialists, and others are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a "full" union member to be eligible for IMPACT*plus*?

No. You only need "agency fee" status to be eligible for IMPACT*plus*. To learn more about this status, you may contact the WTU at 202-293-8600.

How does it work?

For WTU members who are not teachers or instructional coaches, IMPACT*plus* consists of an annual bonus. The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$2,000
	Low-Poverty	$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/page/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do staff in high-poverty schools receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding staff members. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I *retire* at the end of the 2016–2017 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2016–2017 school year, will I be eligible for the bonus?

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

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

No.

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

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

Are there any conditions attached to accepting this bonus?

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

Am I required to accept the bonus?

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

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

Once final IMPACT ratings are available, the IMPACT team will notify you via email if you are eligible for an IMPACT*plus* bonus. You will submit your acceptance decision by logging into the IMPACT database at impactdcps.dc.gov. DCPS will provide more details at that time.

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses by the end of the calendar year in which they are earned.

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

Yes.

If I earn a Highly Effective rating again in the next school year (2017–2018), will I be eligible for another bonus?

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

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

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

IMPACT*plus* — CSO

What is IMPACT*plus*?

IMPACT*plus* is a performance-based compensation system for members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) who are evaluated under IMPACT.

Who is eligible for IMPACT*plus*?

All CSO members who earn a final IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACT*plus*.

How do I know if I am a CSO member?

The CSO represents school-based administrators and certain related service providers; a list of CSO positions may be found in the CSO contract. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the CSO at 202-526-4700.

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a "full" union member to be eligible for IMPACT*plus*?

No. You only need "agency fee" status to be eligible for IMPACT*plus*. To learn more about your status, you may contact the CSO at 202-526-4700.

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 TARGETED SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$1,500	$500	$2,000
	Low-Poverty	$1,000	n/a	$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/page/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do CSO members in high-poverty schools receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding staff members. This is why we are offering higher bonuses to the individuals who serve in these schools.

Why do CSO members who work in the 40 targeted schools receive a special add-on?

One of the goals outlined in DCPS's five year strategic plan, *A Capital Commitment,* is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We felt it was appropriate to recognize Highly Effective staff in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 targeted schools?

If you are not sure, please ask your administrator. You may also contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

If I *retire* at the end of the 2016–2017 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2016–2017 school year, will I be eligible for the bonus?

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

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

No.

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses by the end of the calendar year in which they are earned.

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

Yes.

If I earn a Highly Effective rating again in the next school year (2017–2018), will I be eligible for another bonus?

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

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

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

CONCLUDING MESSAGE

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

Our strategic plan, *A Capital Commitment,* is an ambitious vision of what our collective impact will be by 2017, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what's possible.

While the goals we have set are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.

NOTES

NOTES

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PUBLIC SCHOOLS

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