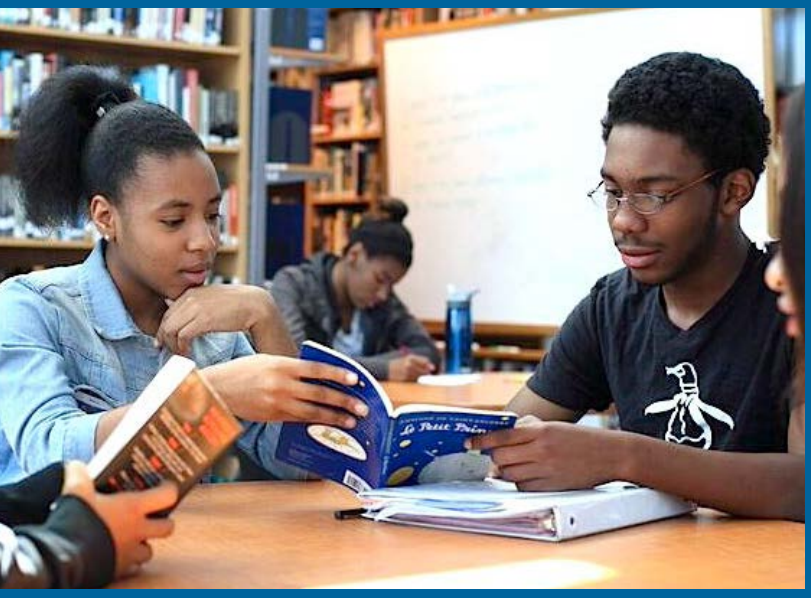
Early Childhood Education Teachers

GROUP
2a



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 Educators,

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. Our graduation rates are up, and our enrollment is rising for the fifth year in a row. All of this success is because of the extraordinary work you have done each and every day in partnership with our students, families, and communities.

I say all the time that DCPS has the best teaching force in the nation, and it's true. Our collective success is the direct result of the great work you do in your classroom every day.

That said, our PARCC results indicate there is still much work to be done. If we are going to close the achievement gap and prepare all of our young people for college and career, we must continue to evolve as a district. This is why we are making three major changes to IMPACT this year.

First, we are transitioning from the Teaching and Learning Framework (TLF) to the DCPS Essential Practices (EP) rubric. This tool was developed collaboratively by DCPS teachers, school leaders, central office staff, and others and is designed to mirror the rigor and shifts of the Common Core State Standards and other content-specific standards. The Essential Practices also describe the type of student-centered classroom we want for the young people we love—a place where students are valued as individuals and grapple with big ideas.

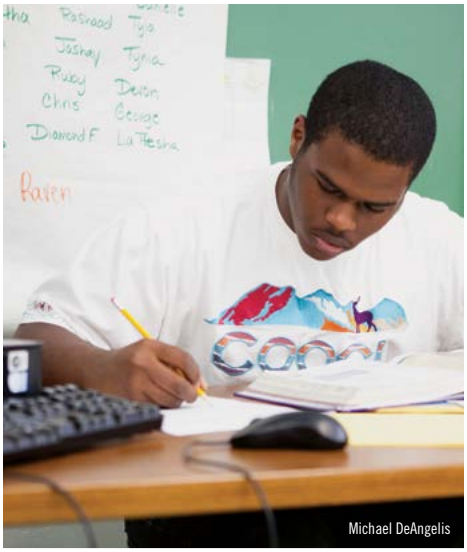
The second major change is the addition of student surveys. We piloted student surveys and conducted feedback sessions in a quarter of our schools this past year. Teachers and school leaders in these buildings consistently shared that student surveys provide actionable feedback about instructional practice and elevate the voices of our most important stakeholders—students.

The third change is the reintroduction of an Individual Value-Added (IVA) measure. After a two year period of acclimation to the PARCC assessments, it is time for teachers to once again be recognized for their contribution to student achievement.

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

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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 2a: OVERVIEW

Who is in Group 2a?

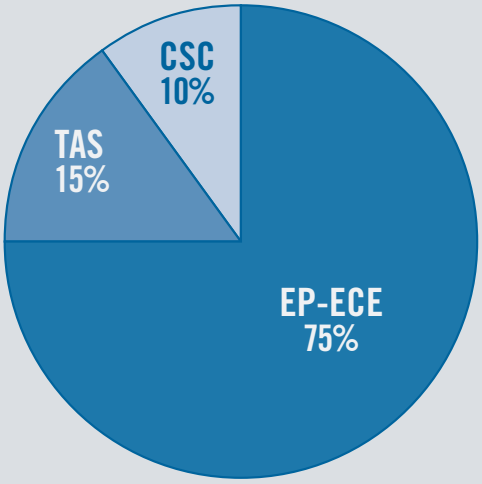
Group 2a consists of all general education PK3, PK4, and kindergarten teachers.

What are the IMPACT components for members of Group 2a?

There are four IMPACT components for members of Group 2a. Each is explained in greater detail in the following sections of this guidebook.

- **Essential Practices – Early Childhood Education (EP-ECE)** — These are a measure of your instructional expertise. This component makes up 75% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. This component makes up 15% 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 2a



- Essential Practices – Early Childhood Education (EP-ECE)*
- Teacher-Assessed Student Achievement Data (TAS)
- Commitment to the School Community (CSC)

**The Essential Practices – Early Childhood Education (EP-ECE) component will expand to replace components of the pie that cannot be scored.*

EP-ECE ESSENTIAL PRACTICES – EARLY CHILDHOOD EDUCATION

What are the DCPS Essential Practices?

The Essential Practices are DCPS' definition of effective instruction and outline the key actions we believe lead to increased student achievement. There are five Essential Practices (which include nine elements):

EP1: Cultivate a responsive learning community

- Element 1.A – Supportive Community
- Element 1.B – Student Engagement

EP2: Challenge students with rigorous content

- Element 2.A – Rigorous Content

EP3: Lead a well-planned, purposeful learning experience

- Element 3.A – Skillful Design
- Element 3.B – Skillful Facilitation

EP4: Maximize student ownership of learning

- Element 4.A – Cognitive Work
- Element 4.B – Higher-level Understanding

EP5: Respond to evidence of student learning

- Element 5.A – Evidence of Learning
- Element 5.B – Supports and Extensions

Why do we need the Essential Practices?

The Essential Practices are vital to the work of increasing student achievement in two fundamental ways. First, they provide a common language for effective instruction, which enables us to align IMPACT and professional support. Second, they provide clear expectations for teachers and illustrate what success looks like in DCPS classrooms.

Who developed the DCPS Essential Practices?

Teachers, administrators, instructional staff from the DCPS Central Office, and many others participated in the development of the Essential Practices during the 2015–2016 school year. As part of that process, numerous sources were consulted, including:

- Achieve the Core's *Instructional Practice Guides*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teaching*
- Common Core State Standards
- College Career and Civic Life C3 Framework for Social Studies State Standards
- Common Career Technical Core Standards
- DCPS's *Teaching and Learning Framework*
- Doug Lemov's *Teach Like a Champion*
- Elizabeth Green's *Building a Better Teacher*
- Grant Wiggins & Jay McTighe's *Understanding by Design*
- Insight Education Group's *Core Framework*
- Next Generation Science Standards
- Research for Better Teaching's *Skillful Teacher*
- Robert Marzano's *Classroom Instruction that Works*
- Sharroky Hollie's *Culturally and Linguistically Responsive Teaching and Learning*
- Teach For America's *Teaching as Leadership Framework*
- Teaching Tolerance's *Anti-Bias Framework*
- TNTP's *Fixing Classroom Observations*
- TNTP's *Core Teaching Rubric*
- WIDA English Development Standards
- World-Readiness Standards for Learning Languages

How will I be scored on the Essential Practices rubric?

For each IMPACT observation, evaluators will assess which level (4, 3, 2, 1) provides the best description of the instructional practice observed for each element of the rubric. Element scores will then be averaged together, as applicable, to form an overall score for each Essential Practice. The five Essential Practice scores are averaged to create the overall observation score. See a sample score chart to the right.

Who conducts IMPACT observations?

IMPACT observations will be conducted by administrators. During these observations, your practice will be assessed according to the Essential Practices rubric.

How many IMPACT observations will I receive?

The number of IMPACT observations you receive will depend on your stage in the Leadership Initiative for Teachers (LIFT)* career ladder. This differentiation reflects our belief that teachers at different performance and experience levels deserve different types of feedback, support, and recognition. The following pages provide a more detailed description of how teachers at each LIFT stage will be observed. Please note that informal observations are no longer part of IMPACT.

SAMPLE SCORE CHART

ESSENTIAL PRACTICES (EP)

ESSENTIAL PRACTICE	ELEMENT	ELEMENT SCORE	ESSENTIAL PRACTICE SCORE
1. Cultivate a responsive learning community	1.A Supportive Community	3.0	3.5
	1.B Student Engagement	4.0	
2. Challenge students with rigorous content	2.A Rigorous Content	3.0	3.0
3. Lead a well-planned, productive learning experience	3.A Skillful Design	2.0	3.0
	3.B Skillful Facilitation	4.0	
4. Maximize student ownership of learning	4.A Cognitive Work	3.0	3.0
	4.B Higher-Level Understanding	3.0	
5. Respond to evidence of student learning	5.A Evidence of Learning	2.0	2.5
	5.B Supports and Extensions	3.0	
OVERALL SCORE			3.0

LIFT STAGES

Teacher → Established Teacher → Advanced Teacher → Distinguished Teacher → Expert Teacher

NUMBER OF IMPACT OBSERVATIONS

LIFT STAGE	Teacher	Established Teacher	Advanced Teacher	Distinguished Teacher	Expert Teacher
# OF IMPACT OBSERVATIONS	3	3	3	2	At Least 1

**The Leadership Initiative For Teachers (LIFT) is explained in full in a separate guidebook that is posted on the DCPS website.*

When will my IMPACT observations occur?

Observation schedules are differentiated based on each teacher's LIFT stage. Please see the charts below to learn more about the observation schedule aligned with your LIFT stage.

TEACHER STAGE

How many IMPACT observations will teachers at the Teacher stage receive?

Teachers at the Teacher stage will receive **three IMPACT observations**, which will be conducted by an administrator.

TEACHER OBSERVATION CYCLES

OCT 3	DEC 15 MAR 16	JUNE 8
ADMIN FORMAL	ADMIN FORMAL	ADMIN FORMAL

ESTABLISHED TEACHER STAGE

How many IMPACT observations will teachers at the Established Teacher stage receive?

Teachers at the Established Teacher stage will receive **three IMPACT observations**, which will be conducted by an administrator.

ESTABLISHED TEACHER OBSERVATION CYCLES

OCT 3	DEC 15 MAR 16	JUNE 8
ADMIN FORMAL	ADMIN FORMAL	ADMIN FORMAL

ADVANCED TEACHER STAGE

How many IMPACT observations will teachers at the Advanced Teacher stage receive?

Teachers at the Advanced Teacher stage will receive **three IMPACT observations**, which will be conducted by an administrator.

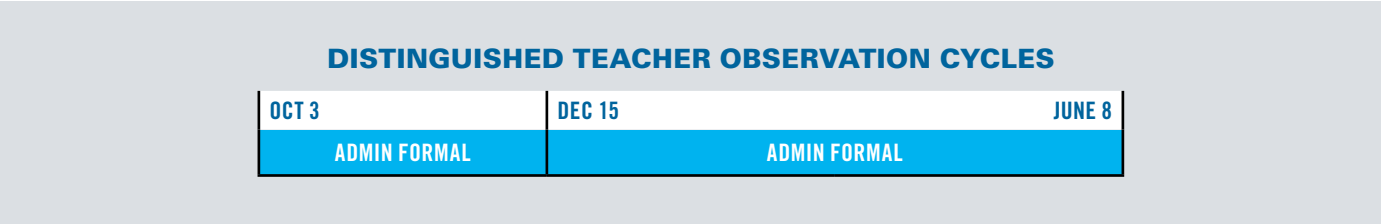
ADVANCED TEACHER OBSERVATION CYCLES

OCT 3	DEC 15 MAR 16	JUNE 8
ADMIN FORMAL	ADMIN FORMAL	ADMIN FORMAL

DISTINGUISHED TEACHER STAGE

How many IMPACT observations will teachers at the Distinguished Teacher stage receive?

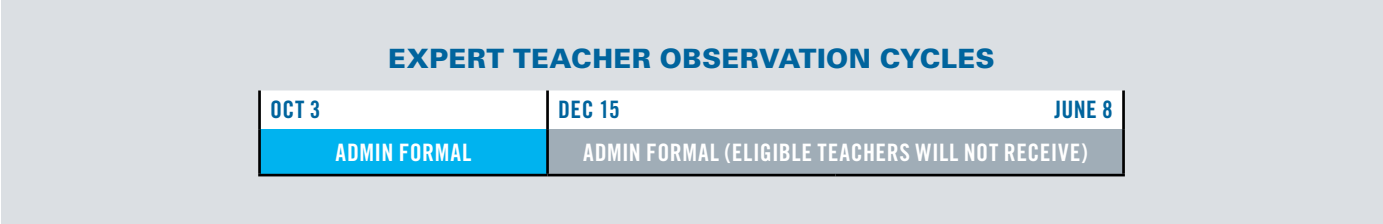
Teachers at the Distinguished Teacher stage will receive **two IMPACT observations**, which will be conducted by an administrator.



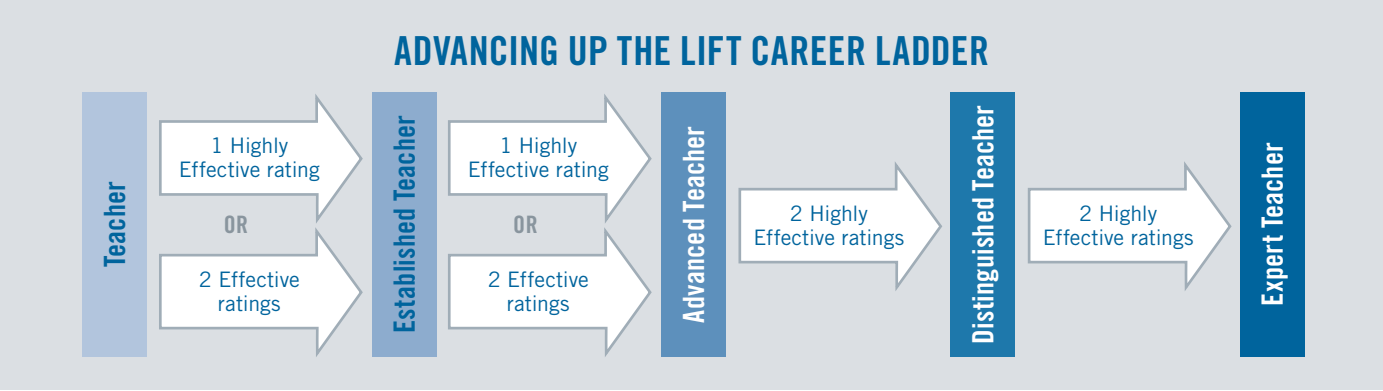
EXPERT TEACHER STAGE

How many IMPACT observations will teachers at the Expert Teacher stage receive?

Teachers at the Expert Teacher stage will receive **at least one* IMPACT observation.** This observation will take place by December 15 and be conducted by an administrator. If the score from this observation is 3.0 or lower (on the 1.0 to 4.0 scale), the teacher will automatically receive a second IMPACT observation. If the score from this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second observation, unless requested by the teacher.



**Per the requirements of the U.S. Department of Education, and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of subsequent observations, administrators will only submit one formal IMPACT report.*



Do I qualify for reduced IMPACT observations?

As noted in the charts on the previous pages, all teachers at the Teacher, Established, and Advanced LIFT stages will receive three IMPACT observations; all Distinguished Teachers will receive two IMPACT observations. Expert Teachers who receive a Cycle 1 observation score above 3.0 may choose to have a second IMPACT observation. Expert teachers who receive a Cycle 1 observation score below 3.0 will automatically receive a second observation.

If I am an Expert Teacher and qualify for reduced IMPACT observations, may I request to receive an additional observation?

Yes. After Cycle 1 ends, the IMPACT team will notify all Expert teachers that received a score above 3.0 in Cycle 1 via email that they will not receive a second observation. At that point, they may log into the IMPACT database (http://impactdcps.dc.gov) to indicate that they would like to receive an additional observation. Teachers who receive a score less than 3.0 in Cycle 1 will automatically receive a second observation.

How long will each IMPACT observation last?

Each observation will last at least 30 minutes; your observation may last longer than 30 minutes.

Will IMPACT observations be announced or unannounced?

All IMPACT observations are unannounced.

May I provide my administrator with additional information about my class?

Yes. You may provide your administrators with additional context about the observed lesson or your class through your IMPACT dashboard by visiting http://impactdcps.dc.gov.

Will there be a conference after the IMPACT observation?

Yes. Within 15 calendar days following the IMPACT observation, your administrator will meet with you to share feedback.

If your administrator makes at least two attempts to schedule a conference with you within 15 calendar days following the observation, and you are unable to meet or are unresponsive, the observation will be valid without the conference occurring within the 15 days. Valid attempt methods include, but are not limited to, phone calls, text messages, emails, notes in your school inbox, and/or in-person conversations.

Will I receive written feedback based on my IMPACT observation?

Yes. You will receive written comments in an Essential Practices report, which can be viewed in the IMPACT database. You can log into your IMPACT dashboard by visiting http://impactdcps.dc.gov.

If I have additional questions about the DCPS Essential Practices, whom should I contact?

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

Michael DeAngelis

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

	1.A Supportive Community	1.B Student Engagement
LEVEL 4	All students are valued members of a welcoming and responsive learning community.* **The teacher proactively cultivates community with and among students.**	All students are engaged throughout the learning experience OR almost all students are engaged throughout the learning experience and the teacher responds to disengagement by inviting students back in to the learning experience. **The teacher promotes engagement by establishing purpose for what students are learning and doing.**
	For example, the pre-kindergarten or kindergarten teacher: • Consistently encourages students to praise and show appreciation for one another • Provides time, space, and structures for positive interactions between students such as morning meeting "shout-outs" • Has meaningful systems in place to encourage acts of kindness and compassion with peers and adults *See also examples from Level 3*	For example, the pre-kindergarten or kindergarten teacher: • Shares with students what they are working on and why, as appropriate • Has clear, student-friendly academic and developmental objectives for centers or workstations • Communicates daily developmental objectives in ways such as oral explanations, sight words, pictures, and voice recordings *See also examples from Level 3*
LEVEL 3	All students are valued members of a **welcoming and responsive** learning community.*	**All** students are engaged throughout the learning experience OR **almost all** students are engaged throughout the learning experience and the teacher **responds to disengagement** by inviting students back in to the learning experience.
	For example, the pre-kindergarten or kindergarten teacher: • Models positive social interactions (e.g., encouragement through high-fives and/or clapping) • Displays positive affect toward students • Is responsive to students' needs and matches support to their developmental age and abilities • Is attentive to student concerns and responds appropriately • Conveys understanding of and respect for students' unique characteristics • Seeks, welcomes, and values students' thoughts, ideas, and perspectives • Provides opportunities for students to use their home language For example, the pre-kindergarten or kindergarten learning environment: • Includes materials and displays reflective of students' identities (e.g., racial, cultural, linguistic, ethnic, national, familial) • Displays students' authentic and current work	For example, engaged pre-kindergarten and kindergarten students: • Demonstrate interest in learning activities and/or the learning environment • Are on task, as applicable • Are verbally and/or non-verbally responsive to the teacher For example, the pre-kindergarten or kindergarten teacher: • Responds to disengagement by inviting students back in a positive way • Uses reengagement strategies such as proximity, non-verbal cues, breaks, or reflection, as appropriate • Recognizes when students need space and/or time to successfully refocus • Differentiates responses to inappropriate behavior based on student need
LEVEL 2	The teacher is **respectful** of students; students **generally comply** with the teacher's directions.*	**Almost all** students are engaged throughout the learning experience; the teacher **does not respond** to student disengagement.
	For example, the pre-kindergarten or kindergarten teacher: • Acknowledges students generally, but does not display specific concern for students' thoughts, opinions, and/or feelings For example, some pre-kindergarten and kindergarten students: • Follow basic classroom expectations • Display mild negativity toward teacher and/or peers • Are frequently in conflict with peers	For example, engaged pre-kindergarten and kindergarten students: • Demonstrate interest in learning activities, the learning environment, or both • Are on task, as applicable • Are verbally and/or non-verbally responsive to the teacher For example, the pre-kindergarten or kindergarten teacher: • Does not attempt to invite disengaged students back into the learning experience when appropriate to do so
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the pre-kindergarten or kindergarten teacher: • Uses inappropriate sarcasm with students • Is frequently dismissive of student needs, emotions, or ideas	For example, the pre-kindergarten or kindergarten teacher: • Responds negatively to student disengagement

**Observers should consider the point in the school year when assessing this standard. For example, the teacher may be in the early stages of building classroom community at the beginning of a semester or when orienting new students to the classroom. Therefore, evaluators might credit teacher prompting or other proactive community building actions as evidence of a welcoming and responsive learning community.*

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4

The learning experience is aligned to academic and/or developmental standards (as defined by the DC Early Learning Standards, CCSS, GOLD®, or other appropriate standards) and is appropriately challenging for students. **The learning experience fosters students' curiosity about the content.**

For example, the pre-kindergarten or kindergarten learning experience:
- Provides opportunities for students to grapple with and/or pose compelling questions and ideas
- Centers around content that is meaningful for students
- Encourages students to make connections to other content areas and/or academic disciplines
- Provides opportunities for students to infer meaning and/or identify patterns

See also examples from Level 3

LEVEL 3

The learning experience is **aligned** to academic and/or developmental standards (as defined by the DC Early Learning Standards, CCSS, GOLD®, or other appropriate standards) and is **appropriately challenging** for students.

For example, the content is aligned to appropriate standards such as:
- (Kindergarten only) Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA
- DC Early Learning Standards
- GOLD® domains and objectives

AND

For example, the learning experience is challenging such that it:
- Focuses on content and skill(s) students need to successfully meet or exceed grade-level standards
- Is reflective of high expectations for students' learning
- Features content worthy of students' time and effort

LEVEL 2

The learning experience is **aligned** to academic and/or developmental standards (as defined by the DC Early Learning Standards, CCSS, GOLD®, or other appropriate standards) but is **not appropriately challenging** for students.

For example, the content is aligned to appropriate standards such as:
- (Kindergarten only) Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA
- DC Early Learning Standards
- GOLD® domains and objectives

BUT

For example, the learning experience is not sufficiently challenging such that it:
- Features content that is unlikely to move students significantly toward grade-level standards
- Is not reflective of sufficiently high expectations for students' learning

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the learning experience:
- Is not challenging
- Is misaligned to appropriate standards

ESSENTIAL PRACTICE 3 LEAD A WELL-PLANNED, PURPOSEFUL LEARNING EXPERIENCE

	3.A Skillful Design	3.B Skillful Facilitation
LEVEL 4	The learning experience and learning environment are well-planned such that tasks and activities effectively promote students' development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts). **The learning experience is designed to maximize the amount of time students have to grapple with content.**	The learning experience and learning environment are structured such that **all** students are able to access the content.
	For example, the pre-kindergarten or kindergarten teacher: • Limits time spent on routines and procedures, as appropriate • Ensures activities are efficient and purposeful • Maximizes time for student play and/or work with complex problems • Maximizes time for students to explore purposeful materials in centers or workstations *See also examples from Level 3*	For example, the learning experience is accessible for all students because the teacher: • Ensures that all parts of the learning experience are developmentally appropriate • Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions) • Presents content in multiple ways (e.g., explanations, visual representations, concrete examples) • Designs the visual, tactile, and auditory intensity of the learning environment to match students' need for stimulation, or lack thereof
LEVEL 3	The learning experience and learning environment are **well-planned** such that tasks and activities **effectively** promote students' development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).	The learning experience and learning environment are structured such that **almost all** students are able to access the content.
	For example, the pre-kindergarten or kindergarten learning experience: • Includes opportunities for complex play in which students integrate developmental skills • Has students apply prior knowledge to similar challenges For example, the pre-kindergarten or kindergarten learning environment: • Presents students with real-world scenarios, materials, and problems that require students to integrate skills and concepts • Offers students opportunities for different types of academic learning in centers or workstations (e.g., independent or guided exploration, direct instruction, inquiry)	For example, the learning experience is accessible for almost all students because the teacher: • Ensures that all parts of the learning experience are developmentally appropriate • Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions) • Presents content in multiple ways (e.g., explanations, visual representations, concrete examples) • Designs the visual, tactile, and auditory intensity of the learning environment to match students' need for stimulation, or lack thereof
LEVEL 2	The learning experience or learning environment includes tasks or activities that are **not entirely effective** at promoting students' development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).	The learning experience and learning environment are structured such that **most** students are able to access the content.
	For example, the pre-kindergarten or kindergarten learning experience: • Includes tasks and activities that do not promote development across domains • Includes tasks and activities that are too long or too short in duration • Includes tasks and activities that do not move student learning forward	For example, the learning experience is accessible for most students because the teacher: • Ensures that all parts of the learning experience are developmentally appropriate • Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions) • Presents content in multiple ways (e.g., explanations, visual representations, concrete examples) • Designs the visual, tactile, and auditory intensity of the learning environment to match students' need for stimulation, or lack thereof
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the pre-kindergarten or kindergarten learning experience: • Does not reflect strategic planning or promote skill acquisition • Features center or workstation materials that are not interesting, too simple, or inappropriately repetitive for students	For example, the pre -kindergarten or kindergarten learning experience: • Is not accessible for most students

Andrea Leoncavallo of Lionhorse Productions

Michael DeAngelis

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

4.A Cognitive Work

LEVEL 4	Students spend the **majority** of the learning experience engaging in meaningful work or play including sharing ideas, solving problems, drawing inferences, forming hypotheses, and/or working through complex tasks. For example, pre-kindergarten and kindergarten students spend the majority of the learning experience: • Productively thinking, speaking, working, and/or playing • Productively grappling with content *See also examples from Level 3*
LEVEL 3	Students spend a significant portion of the learning experience engaged in **meaningful work or play** including sharing ideas, solving problems, drawing inferences, forming hypotheses, and/or working through complex tasks. For example, pre-kindergarten and kindergarten students: • Use existing knowledge and skill to explore new contexts • Express their individual thoughts, ideas, questions, and perspectives in morning meeting • Make frequent and meaningful choices about their work, play, or both • Grapple with authentic, real-world problems in developmentally appropriate ways (e.g., acting out complex social interactions in a dramatic play center)
LEVEL 2	Students spend a **significant portion** of the learning experience engaged in work that is **not entirely meaningful** because either there is more teacher-directed instruction than appropriate or student work consists of rote tasks misaligned to the rigor of the intended learning. For example, the pre-kindergarten or kindergarten teacher: • Does not include opportunities for students to share thoughts and/or opinions in one or more components of the learning experience • Provides opportunities only for choral or yes/no student responses
LEVEL 1	The expectation of Level 2 practice is not met. For example, the pre-kindergarten or kindergarten teacher: • Does not provide opportunities for students to do meaningful work or play For example, most pre-kindergarten and kindergarten students: • Refuse to participate in the learning experience

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

4.B Higher-Level Understanding

LEVEL 4	**All or almost all** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.* For example, all or almost all pre-kindergarten and kindergarten students: • Think deeply about materials, consider solutions to problems, and share ideas • Non-verbally express understanding (e.g., building models) • Respond to open-ended questions of progressing difficulty • Develop across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts) in daily activities such as morning meeting, center time, or direct instruction • Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level • Evaluate hypotheses and draw conclusions about materials or ideas • Evaluate their own thinking with or without prompting and support from the teacher
LEVEL 3	**Most** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.* For example, most pre-kindergarten and kindergarten students: • Think deeply about materials, consider solutions to problems, and share ideas • Non-verbally express understanding (e.g., building models) • Respond to open-ended and/or questions of progressing difficulty • Develop across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts) in daily activities such as morning meeting, center time, or direct instruction • Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level • Evaluate hypotheses and draw conclusions about materials or ideas • Evaluate their own thinking with or without prompting and support from the teacher
LEVEL 2	**Some** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.* For example, some pre-kindergarten and kindergarten students: • Think deeply about materials, consider solutions to problems, and share ideas • Non-verbally express understanding (e.g., building models) • Respond to open-ended and/or questions of progressing difficulty • Develop across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts) in daily activities such as morning meeting, center time, or direct instruction • Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level • Evaluate hypotheses and draw conclusions about materials or ideas • Evaluate their own thinking with or without prompting and support from the teacher
LEVEL 1	The expectation of Level 2 practice is not met. For example, most pre-kindergarten and kindergarten students: • Do not do work that serves a developmental or academic purpose • Do not demonstrate progress toward higher-level understanding

**When observing a Montessori or Reggio setting, demonstration of higher-level understanding may include appropriate interaction with materials rather than verbal exchanges or expressions.*

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

	5.A Evidence of Learning	5.B Supports and Extensions
LEVEL 4	The teacher consistently gathers evidence of students' progress across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).* **Students understand how what they are learning and doing connects to larger schema. **** For example, pre-kindergarten and kindergarten students: • Connect concepts to their lives and/or communities • Explicitly link concepts and activities to one another and previous learning • Identify connections between previous days' learning and the learning of the day in morning meeting • Connect materials and/or displays in the learning environment to their current unit of study • Connect conversations or feedback loops with teacher or peers to their current unit of study • Reference pictures, work samples, or other student-friendly documentation of thinking and learning related to their current task *See also examples from Level 3*	The teacher consistently responds to evidence of student development and learning by providing effective supports, extensions, or both. **The learning environment includes embedded supports and extensions for students.** For example, the pre-kindergarten or kindergarten learning environment: • Features embedded connections between read-aloud texts, center materials, and instructional topics • Uses physical space to maximize peer-to-peer interaction • Includes multi-sensory materials (e.g., water tables, blocks, dramatic play costumes and props, manipulatives in math stations, audio-based activities in literacy centers) • Features rich, purposeful environmental print, including vocabulary relevant to the unit of study • Pairs visual representations with written words, as appropriate *See also examples from Level 3*
LEVEL 3	The teacher **consistently** gathers evidence of students' progress across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).* For example, the pre-kindergarten or kindergarten teacher: • Takes notes on students' non-verbal activities, verbal communications, or both across domains • Monitors student progress toward all developmental objectives • Has clear, organized protocols for gathering evidence of student progress across domains For example, the pre-kindergarten or kindergarten learning environment: • Includes documentation of learning progress from/across multiple domains • Displays work from varying stages of a project, including space reserved for drafts and final products	The teacher **consistently** responds to evidence of student development and learning by providing effective supports, extensions, or both. For example, the pre-kindergarten or kindergarten teacher: • Models the thinking process for students through think-alouds and other appropriate strategies • Uses a variety of strategies to support and/or extend learning (e.g., visual supports, verbal explanations, modeling and demonstration, environment modification) • Requests that students use additional evidence to support an answer • Provides appropriate scaffolds (e.g., deconstructs concepts into smaller components) or re-teaches without reducing the overall rigor of the content
LEVEL 2	The teacher **inconsistently** gathers evidence of students' progress across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).* For example, the pre-kindergarten or kindergarten teacher: • Generally collects evidence, but does not gather sufficient information across domains • Uses strategies to gather evidence of student understanding, but these strategies are sometimes ineffective or unnecessary • Checks with a non-representative sample of students (e.g., predominately volunteers or the same students) • Monitors some student progress toward developmental objectives during individual or group work, but misses key evidence	The teacher **inconsistently** responds to evidence of student development and learning by providing effective supports, extensions, or both. For example, the pre-kindergarten or kindergarten teacher: • Misses opportunities to support learning, extend learning, or both • Only provides supports and/or extensions to a subset of students who would benefit from them
LEVEL 1	The expectation of Level 2 practice is not met. For example, the pre-kindergarten or kindergarten teacher: • Rarely or never checks for student understanding • Does not obtain sufficient information through checks for understanding to effectively adjust instruction	The expectation of Level 2 practice is not met. For example, the pre-kindergarten or kindergarten teacher: • Rarely or never provides supports or extensions when appropriate to do so

**In pre-kindergarten and kindergarten classrooms, paraprofessionals may gather evidence while the teacher is otherwise engaged with students; this work may be attributed to the teacher.*

***Observers should consider students' developmental age when assessing this indicator. Most 3- and many 4-year-old students will exhibit this behavior only with explicit teaching, prompting, and/or support from the teacher due to their developmental age. Therefore, evaluators might credit prompting or other explicit skill-building as evidence of students' understanding of how the learning experience connects to other schema.*

DC Public Schools

Andrea Leoncavallo of Lionhorse Productions

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

What is Teacher-Assessed Student Achievement Data?

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

What assessments can I use?

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

Why is this one of my IMPACT components?

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

In addition, we recognize that the PARCC assessments capture some but not all aspects of your students' learning over the course of one year. TAS is an opportunity for you to identify and celebrate the learning not reflected on the state standardized test by incorporating it into your own instructional goals and IMPACT evaluation.

How will this process work?

In the fall, assessments and student learning targets will be selected to evaluate your students' achievement throughout the school year. If setting multiple goals with separate assessments, weights will be assigned to each goal. Please note that administrators must approve all assessments, targets, or weights selected for TAS goals.

In the spring, achievement data for all assessments will be presented to administrators who, after verifying the data, will assign scores for each goal based upon the rubric.

The deadline for administrators to score TAS is June 14. TAS achievement targets and scores are tracked in the IMPACT database (http://impactdcps.dc.gov).

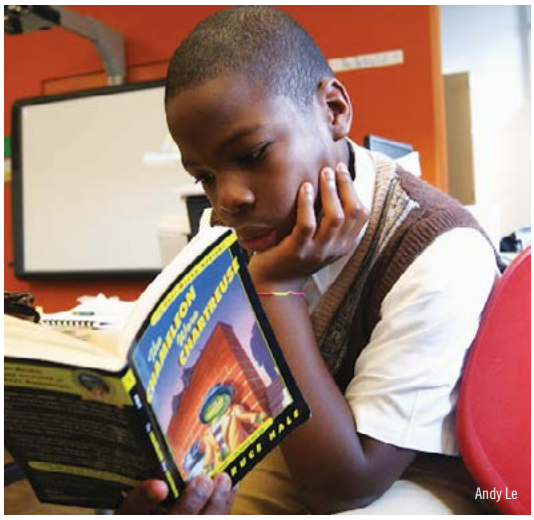
Please note that shared teachers at two schools will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

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

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

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

Bel Perez Gabilondo


Andy Le

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Andrea Leoncavallo

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

	LEVEL 4 (HIGHEST)	LEVEL 3
TAS 1	**TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA**	
	Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.	Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

**Suggested years of growth are listed here as general guidance. Standardized assessments and skills-based rubrics used for TAS may measure reading levels, rubric levels, etc. Teachers should refer to the scoring guidance for each assessment they have chosen to determine how many levels equates to a year of growth or more.*

Note:

1. If a teacher uses more than one assessment, each will be scored individually. The scores will then be averaged together, taking into account the weights that administrators and teachers assigned to each assessment when setting TAS goals at the beginning of the year.

Andy Le

Andy Le

LEVEL 2	LEVEL 1 (LOWEST)
Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.	Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth*; assessments used are not **approved** by the administration; or scores reported are not **validated** by the administration.

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Meghan Gay

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 December 15 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 12/15	CYCLE ENDS 6/13	OVERALL *(Average of Cycles)*
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.40	3.60	3.50
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	

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: implementing DCPS early childhood health and safety practices, supporting children's health and nutrition, 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, proactively offering assistance and support to a special education teacher, participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data), incorporating classroom books and other resources that reflect students who are English language learners or those with special needs, and incorporating Universal Design for Learning (UDL) principles during instruction.	
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.*

†An ECE Health, Safety, and Nutrition Monitoring Checklist Report that reflects Head Start regulations will be provided to all Head Start School-Wide Model programs to track compliance to relevant health and safety practices. The checklist will also be provided to all non-Title 1 schools and kindergarten classrooms for use at school leaders' discretion.

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 and activities, 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 monthly GOLD® data meetings, the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.	

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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

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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 December 15 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 12/15	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.

CANVAS

Canvas (http://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 http://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.

LEAP

LEAP is designed to help teachers develop their content expertise and become truly expert at teaching the DCPS Common Core-aligned curriculum and other course-specific content. To do this, teachers engage in a cycle of development in small, content-specific professional learning communities (LEAP Teams) led by content experts (LEAP Leaders). The specific details of the LEAP model are differentiated by subject area and role.

leap
learning together
to advance our practice

For ELA, Math, Science (high school), and Social Studies (high school) teachers, LEAP consists of a weekly cycle with three components:

1. A 90-minute LEAP Seminar. During this time, teachers deepen their content knowledge and hone their expertise at the teaching practices that are most important for their particular content area.
2. A 15-minute LEAP Observation. This brief observation is an opportunity for the teacher to apply his or her learning from the weekly seminar. It is intentionally brief to help the teacher and LEAP Leader hone in on key instructional practices.
3. A weekly LEAP 5P Debrief. During the 5P Debrief, the teacher has the opportunity to receive praise for the growth he or she is making, to process with his or her coach where improvements could be made, to prioritize one skill to focus on during the coming week, to plan an upcoming lesson with this skill in mind, and then to actually practice the skill with his or her coach.

All teachers participate in professional development days, which include opportunities to deeply explore course-specific content, unpack upcoming units of study, analyze student work, and collaborate with colleagues to plan and practice.

Teachers and LEAP Leaders have access to a dynamic, online platform that allows access to ongoing observation data, LEAP Seminar curriculum materials, and additional resources to support professional learning.

For more information about LEAP, please contact the LEAP Team at LEAP@dc.gov or visit the LEAP page on Canvas at https://dcps.instructure.com.

TEACHING IN ACTION

The Teaching in Action program provides opportunities for teachers to observe their high-performing colleagues (consulting teachers) during scheduled classroom observations. Visiting teachers may view consulting teachers' instructional strengths online, where they can also sign up for an observation. After the observation, the two teachers will debrief the lesson and discuss best practices.

To sign up for a classroom observation, visit http://octo.quickbase.com, sign in using your dc.gov email address and password, and click on DCPS Teaching in Action.

FOR EARLY CHILDHOOD EDUCATION TEACHERS

The Instructional Team in the DCPS Central Office – Division of Early Childhood Education, provides coaching, technical assistance, support in implementing the GOLD child observation assessment tool, and ongoing professional learning to early childhood teachers and paraprofessionals across the district. For teachers in Title I schools, instructional specialists provide additional individual and small group coaching and offer training and support related to curriculum implementation.

Early childhood teachers are encouraged to explore resources and professional development opportunities offered through The National Association for the Education of Young Children (http://www.naeyc.org), the largest professional organization for early childhood teachers. Teachers should also regularly visit the early childhood page on Canvas.

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
Essential Practices – Early Childhood Education (EP-ECE)	3.7	x 75	= 277.5
Teacher-Assessed Student Achievement Data (TAS)	4.0	x 15	= 60.0
Commitment to the School Community (CSC)	3.5	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**373**

Step 3

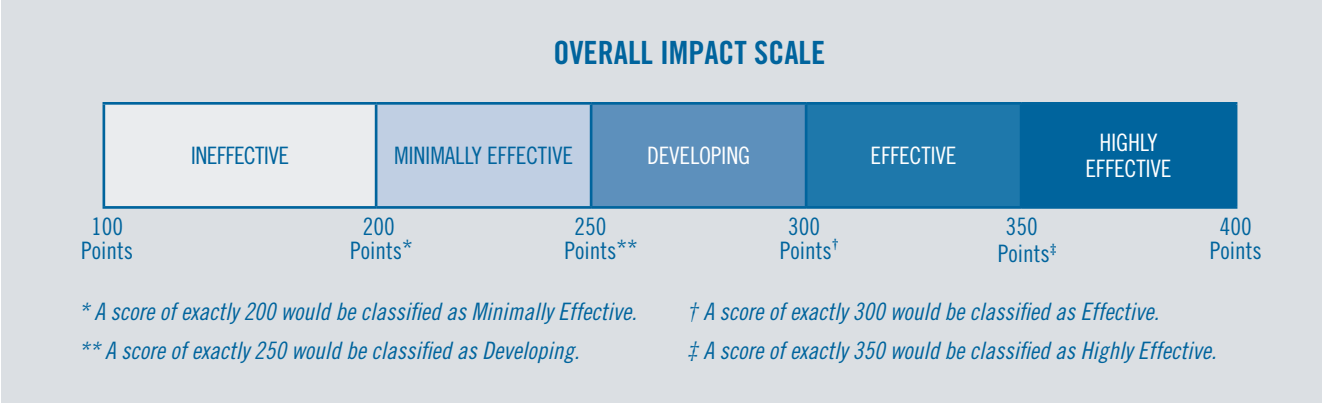
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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.)

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What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. As teachers earn Highly Effective ratings, they are eligible to advance to the next Leadership Initiative For Teachers (LIFT) career stage, giving them access to a variety of leadership opportunities, as well as increased recognition. Members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) are eligible for additional compensation as outlined in the IMPACT*plus* section of this guidebook.

Effective: This rating signifies solid performance. These teachers will progress normally on their pay scales. As teachers earn Effective ratings, they are eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than teachers who earn Highly Effective ratings. Members of the Washington Teachers' Union (WTU) may be eligible for additional compensation as outlined in the IMPACT*plus* section of this guidebook.

Developing: This rating signifies performance that is below expectations. A WTU or CSO member who earns a Developing rating will be held at his or her current salary step and will not advance on the LIFT ladder until he or she earns a rating of Effective or Highly Effective. If, after three years, a teacher 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. A WTU or CSO member who earns a Minimally Effective rating will be held at his or her current salary step and will not advance on the LIFT ladder until he or she earns a rating of Effective or Highly Effective. If, after two years, a teacher does not move beyond the Minimally Effective rating, he or she will be subject to separation.

Ineffective: This rating signifies unacceptable performance. Teachers who receive this rating for one year will be subject to separation.

Note: In very rare cases, a principal may recommend that a teacher be separated more expeditiously than outlined above if the teacher'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 teacher 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. Teachers 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 teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

Andrea Leoncavalla

PART 1: ANNUAL BONUS

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	$10,000	Additional $10,000	$20,000
	Low-Poverty	$2,000	n/a	$2,000

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 teachers 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 teachers 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 the most effective educators 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.

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.

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.

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.

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

Base salary increases for teachers align with the Leadership Initiative For Teachers (LIFT)* career ladder.

YOUR SCHOOL'S POVERTY LEVEL	YOUR LIFT STAGE	YOUR SERVICE CREDIT
High-Poverty	Advanced	2 Years
	Distinguished	5 Years†
	Expert	5 Years†

† *In addition to the five-year service credit, teachers at the Distinguished Teacher stage will move to the master's degree salary band if not already there, and teachers at the Expert Teacher stage will move to the PhD salary band if not already there.*

ADVANCED TEACHER STAGE

At the Advanced Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries in the form of a service credit. Advanced Teachers will be granted a two-year service credit, meaning that they will be paid as if they had two additional years in the system.

For example, let's imagine that it is the end of the 2016–2017 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2017–2018 school year — your fifth year of teaching — we would actually pay you as if you were in your seventh year (5 years + 2 year service credit). In this case, your salary would increase from $61,158 to $69,132 — a base salary increase of nearly $8,000.

DISTINGUISHED TEACHER STAGE

At the Distinguished Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the master's degree salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

For example, let's imagine that it is the end of the 2016–2017 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you have a bachelor's degree only. For the 2017–2018 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your eleventh year (6 years + 5 year service credit). In this case, your salary would increase from $56,655 to $81,335 — a base salary increase of nearly $25,000.

** The Leadership Initiative For Teachers (LIFT) is explained in full in a separate guidebook that is posted on the DCPS website.*

EXPERT TEACHER STAGE

At the Expert Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries.

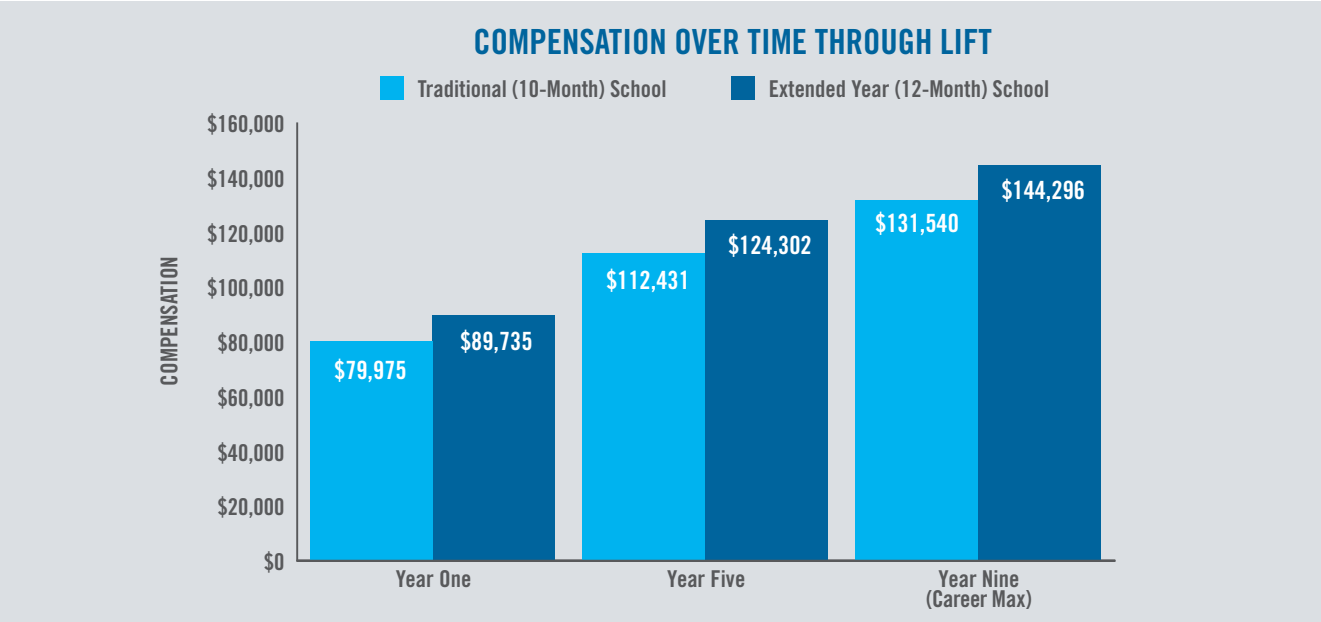
The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit.

For example, let's imagine that it is the end of the 2016–2017 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2017–2018 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your fifteenth year (10 years + 5 year service credit). In this case, your salary would increase from $75,232 to $92,613 — a base salary increase of more than $17,000.

How will my compensation increase over time through LIFT?

All Effective and Highly Effective teachers will continue to earn the annual step increases outlined in the Washington Teachers' Union contract. However, at the Advanced, Distinguished, and Expert Teacher LIFT stages, teachers will earn significantly larger base salary increases, as outlined above.

The graph below represents maximum compensation over time for a hypothetical Group 1 teacher with a master's degree at a traditional (10-month) and extended year (12-month) school. This teacher works at a high-poverty school and earns Highly Effective ratings each year.



Will the service credit count for retirement eligibility?

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

For how many years do I need to teach in a high-poverty school in order to qualify for the base salary increase?

You must be teaching in a high-poverty school during the year in which you qualify for a service credit and during the following school year.

For example, imagine that you are at the Established Teacher stage during the 2016–2017 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2017–2018 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in 2016–2017 and in 2017–2018 must be high-poverty.

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

Yes. After accepting the increase, you will no longer have access to the "extra year," 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 increase in base salary?

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

If I reach the Expert stage at a low-poverty school, am I permanently ineligible for the base salary increase?

No. Formerly, teachers who reached the Expert Teacher LIFT stage or served their last year as a Distinguished Teacher while teaching in a low-poverty school were ineligible for a base salary increase (five-year service credit and promotion to the PhD band). This policy has changed, however, such that a teacher who reached the Expert Teacher stage at a low-poverty school will become eligible if he or she moves to a high-poverty school, earns two consecutive Highly Effective ratings, and teaches in a high-poverty school for an additional year. In this circumstance, the teacher will be awarded the base salary increase at the start of the third consecutive year in a high-poverty setting.

This new policy applies only to teachers who entered the Expert Teacher LIFT stage immediately before or after teaching in a low-poverty school, and who were previously ineligible for the service credits and education level promotion associated with this stage. Please note that teachers may not retroactively receive credits associated with the Advanced or Distinguished stages, or service credits for which they were previously eligible but declined.

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

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

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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