

Instructional Coaches

GROUP
15



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2014
2015

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LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the third year of *A Capital Commitment* – our district's five-year plan to dramatically accelerate student achievement – and the sixth year of implementing IMPACT, I am deeply proud of the progress we've made. I want to thank you – the educators working in our schools – for your great work.

DCPS has made tremendous improvements over the past three years on everything from the DC CAS and the NAEP TUDA, to increased student enrollment, reduced truancy rates, and improved satisfaction. While I am proud of these accomplishments, I am not yet satisfied. The fact is that we have made progress *and* still have a lot left to do.

First, we need to continue to invest in our middle and 40 lowest-performing schools. We have already invested over \$40 million in funding to ensure that students receive rigorous academic content, focusing in particular on the Common Core, and a wide range of opportunities from choir and art to world languages and algebra. These funds are also critical to addressing the social and emotional needs of our students and to extending the school day so that students in our lowest-performing schools have time for remediation and exploration.

Second, we need to do more to ensure our students feel excited and supported at school. We dedicated \$5 million to helping schools improve student satisfaction so that every student, regardless of income, ward, grade level, or language ability, will get exposure to the amazing classroom that is our city. We also introduced the Proving What's Possible Student Satisfaction Awards to help schools provide more enrichment and experiential learning opportunities for students this year.

Lastly, we need to do everything we can to continue building the best educator force in the nation. Our workforce has never been better. This is because we have made serious, sustained investments in educator effectiveness through IMPACT, IMPACT*plus*, and LIFT to name a few. Still, we need educators to become even better. The next phase of this work will focus on scaling up teacher leadership initiatives, finding new ways to recognize and reward great work, and further targeting development opportunities.

I am incredibly honored to work with you as we relentlessly move ahead to meet our bold goals. Success will depend on our collective commitment to ensuring all students receive a quality education.

Sincerely,



Kaya Henderson
Chancellor, District of Columbia Public Schools

CAPITAL COMMITMENT GOALS



1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.



2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



3. At least 75% of incoming ninth graders will graduate from high school in four years.



4. 90% of students will say they like their school.



5. We will continue to increase student enrollment.



A CAPITAL COMMITMENT

Strategic Plan 2017

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



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

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

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



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GROUP 15: OVERVIEW

Who is in Group 15?

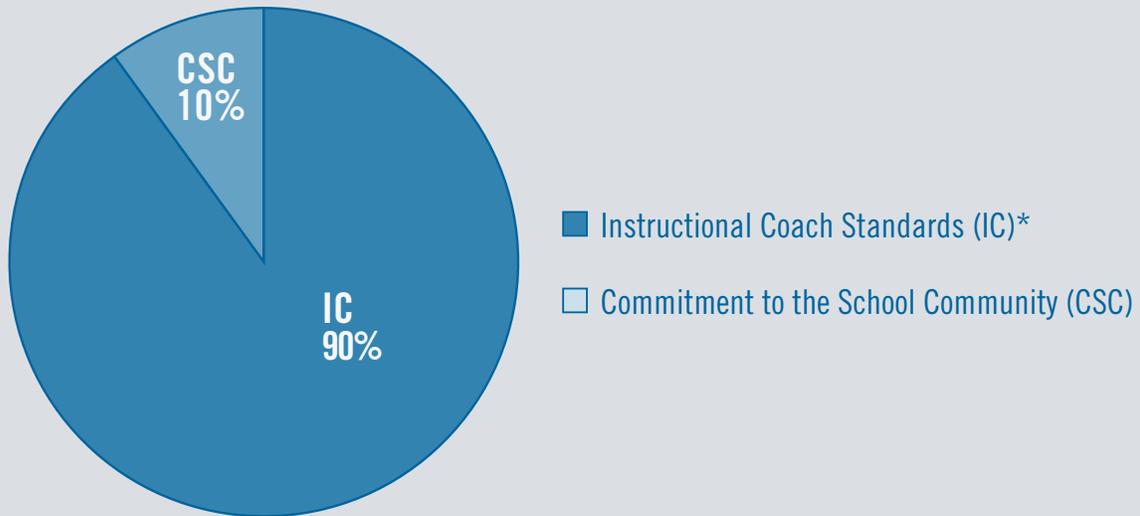
Group 15 consists of all instructional coaches.

What are the IMPACT components for members of Group 15?

There are three IMPACT components for members of Group 15. Each is explained in greater detail in the following sections of this guidebook.

- **Instructional Coach Standards (IC)** — These standards define excellence for instructional coaches in DCPS. They make up 90% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 15



** Your average IC score from your two administrator evaluations will make up 55% of your final overall IMPACT score. Your average IC score from your two Office of Teaching and Learning evaluations will make up 35% of your final IMPACT score. Together, your four IC evaluations will make up 90% of your final overall IMPACT score.*

What are the Instructional Coach Standards?

These standards define excellence for instructional coaches in DCPS. They include:

- Standard 1: Analyze Data Prior to the Learning Cycle
- Standard 2: Analyze Data During the Learning Cycle
- Standard 3: Design Support
- Standard 4: Implement Support
- Standard 5: Demonstrate Teacher and Student Growth
- Standard 6: Facilitate Adult Learning

Who developed the Instructional Coach Standards?

The DCPS Office of Teaching and Learning (OTL), in collaboration with DCPS instructional coaches, developed the standards. The National Staff Development Council Standards and the practices of the New Teacher Center helped inform the development process.

How will my proficiency in the Instructional Coach Standards be assessed?

Your proficiency will be assessed four times over the course of the year according to the rubric at the conclusion of this section. Your administrator will conduct two assessments, the first by February 5 and the second by June 11. A representative from the DCPS Office of Teaching and Learning will also conduct two assessments, the first by February 5 and the second by June 11.

This year, your administrator will observe you for at least 30 minutes during each cycle in order to assess your proficiency. For example, your administrator might observe you debriefing with a teacher after an observation, setting goals or analyzing data with a teacher, or implementing support in a classroom (e.g., modeling, co-teaching, side by side coaching).

As part of each assessment cycle, the assessor (administrator or representative from the DCPS Office of Teaching and Learning) will meet with you to share her/his ratings, provide feedback, and discuss next steps for professional growth.

How will my proficiency in the Instructional Coach Standards be scored?

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

At the end of the year, your administrator assessment scores will be averaged together to form an overall administrator score of 4.0 (highest) to 1.0 (lowest). This average will make up 55% of your final overall IMPACT score. Your OTL assessment scores will also be averaged together to form an overall OTL score of 4.0 (highest) to 1.0 (lowest). This average will make up 35% of your final overall IMPACT score. See the sample score chart to the right.

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.

Also, please note that coaches at autonomous schools and in certain other cases will only be assessed by an administrator.

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

Instructional coaches who have earned Highly Effective ratings during both of the last two school years will receive two assessments during Cycle 1 — one by an administrator by February 5 and one by a representative from the DCPS Office of Teaching and Learning by February 5. If the average score from these two assessments is 3.0 or higher (on the 1.0 to 4.0 scale), the instructional coach will not receive assessments for the rest of the year, unless requested by the instructional coach. If the average score is below 3.0, the instructional coach will continue on the normal assessment schedule.

Please note that instructional coaches who are shared between two schools will receive an assessment by each of their administrators by February 5. These scores will then be averaged together, along with the score from the first OTL assessment, to determine whether instructional coaches are eligible for a reduced number of assessments this year.

If I have earned Highly Effective ratings two years in a row and qualify for reduced assessments this year, may I request to receive the full set of assessments available to staff members in my IMPACT group?

Yes. After Cycle 1 ends, the IMPACT team will notify you via email if you will be receiving reduced assessments. At that point, you may log into the IMPACT database at <http://impactdcps.dc.gov> to indicate that you would like to receive your remaining assessment(s).

SAMPLE SCORE CHART INSTRUCTIONAL COACH STANDARDS (IC)

INSTRUCTIONAL COACH STANDARDS (IC)	ADMIN CYCLE ENDS 2/5	ADMIN CYCLE ENDS 6/11	OTL CYCLE ENDS 2/5	OTL CYCLE ENDS 6/11	OVERALL* (Average of Admin Cycles)	OVERALL * (Average of OTL Cycles)
IC SCORE (Average of IC 1 to IC 6)	3.50	3.66	3.50	3.83	3.58	3.66
IC 1: Analyze Data Prior to the Learning Cycle	4.0	4.0	3.0	4.0		
IC 2: Analyze Data During the Learning Cycle	3.0	4.0	4.0	4.0		
IC 3: Design Support	4.0	4.0	3.0	3.0		
IC 4: Implement Support	3.0	3.0	4.0	4.0		
IC 5: Demonstrate Teacher and Student Growth	4.0	3.0	3.0	4.0		
IC 6: Facilitate Adult Learning	3.0	4.0	4.0	4.0		

* Your average IC score from your two administrator evaluations will make up 55% of your final overall IMPACT score. Your average IC score from your two OTL evaluations will make up 35% of your final overall IMPACT score. Together, your four IC evaluations will make up 90% of your final overall IMPACT score.

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

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

LEVEL 4 (HIGHEST)

LEVEL 3

IC 1 ANALYZE DATA PRIOR TO THE LEARNING CYCLE

Prior to the learning cycle, the instructional coach **meets Level 3** expectations AND **extends impact** by developing teachers' capacity to analyze their own practice and student data to drive continuous improvement.

Prior to the learning cycle, the instructional coach **consistently** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

IC 2 ANALYZE DATA DURING THE LEARNING CYCLE

During the learning cycle, the instructional coach **meets Level 3** expectations AND **extends impact** by developing teachers' capacity to analyze their own practice and student data to drive continuous improvement.

During the learning cycle, the instructional coach **consistently** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

IC 3 DESIGN SUPPORT

Instructional coach **meets Level 3** expectations AND **extends impact** by applying a deep knowledge of content and of a broad range of effective instructional practices.

Instructional coach **consistently** develops targeted coaching plans that are based on analyses of data and aligned to teachers' high priority areas for growth and include: 1) specific, measurable, and ambitious goals for the learning cycle; 2) a scope and sequence that follows a gradual release of responsibility model; and 3) effective instructional practices.



LEVEL 2

Prior to the learning cycle, the instructional coach **sometimes** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

During the learning cycle, the instructional coach **sometimes** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

Instructional coach **sometimes** develops targeted coaching plans that are based on analyses of data and aligned to teachers' high priority areas for growth and include: 1) specific, measurable, and ambitious goals for the learning cycle; 2) a scope and sequence that follows a gradual release of responsibility model; and 3) effective instructional practices.

LEVEL 1 (LOWEST)

Prior to the learning cycle, the instructional coach **rarely or never** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

During the learning cycle, the instructional coach **rarely or never** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

Instructional coach **rarely or never** develops targeted coaching plans that are based on analyses of data and aligned to teachers' high priority areas for growth and include: 1) specific, measurable, and ambitious goals for the learning cycle; 2) a scope and sequence that follows a gradual release of responsibility model; and 3) effective instructional practices.



LEVEL 4 (HIGHEST)

LEVEL 3

IC 4 | IMPLEMENT SUPPORT

Instructional coach **meets Level 3** expectations AND **extends impact** by monitoring teacher implementation after the learning cycle and continuing to provide opportunities for growth through informal support.

Instructional coach **consistently** implements coaching plans, in an effective manner, by successfully executing strategies for assistance (for example, modeling, co-planning, co-teaching, debriefing); monitoring teachers' progress toward goals and providing detailed and specific suggestions for improvement; and making adjustments to plans as necessary.

IC 5 | DEMONSTRATE TEACHER AND STUDENT GROWTH

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data, progress toward coaching goals, paced interim assessment data, DIBELS data, TRC data, and other formative and summative measures) is evident for **all or almost all** teachers who receive coaching.

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data, progress toward coaching goals, paced interim assessment data, DIBELS data, TRC data, and other formative and summative measures) is evident for **most** teachers who receive coaching.

IC 6 | FACILITATE ADULT LEARNING

Instructional coach **meets Level 3** AND **extends impact** by releasing facilitation responsibility to teachers as appropriate and by developing teacher leaders who effectively employ strategies for assistance with other teachers (for example, model classrooms, demonstration lessons, co-planning).

Instructional coach **consistently** facilitates adult learning in both individual and group settings by communicating clearly, directly, and respectfully; following established protocols and principles of adult learning theory*; maintaining a focus on outcomes; and fostering collaboration and investment.

* *Following principles of adult learning theory includes goal-oriented, relevant, active, and practical learning situations; providing opportunities for teachers to make connections to their own knowledge, experiences, and challenges; promoting a safe and supportive learning environment; allowing for choice and self-direction; etc.*

LEVEL 2

LEVEL 1 (LOWEST)

Instructional coach **sometimes** implements coaching plans, in an effective manner, by successfully executing strategies for assistance (for example, modeling, co-planning, co-teaching, debriefing); monitoring teachers' progress toward goals and providing detailed and specific suggestions for improvement; and making adjustments to plans as necessary.

Instructional coach **rarely or never** implements coaching plans, in an effective manner, by successfully executing strategies for assistance (for example, modeling, co-planning, co-teaching, debriefing); monitoring teachers' progress toward goals and providing detailed and specific suggestions for improvement; and making adjustments to plans as necessary.

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data, progress toward coaching goals, paced interim assessment data, DIBELS data, TRC data, and other formative and summative measures) is evident for **some** teachers who receive coaching.

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data, progress toward coaching goals, paced interim assessment data, DIBELS data, TRC data, and other formative and summative measures) is evident for **few or no** teachers who receive coaching.

Instructional coach **sometimes** facilitates adult learning in both individual and group settings by communicating clearly, directly, and respectfully; following established protocols and principles of adult learning theory*; maintaining a focus on outcomes; and fostering collaboration and investment.

Instructional coach **rarely or never** facilitates adult learning in both individual and group settings by communicating clearly, directly, and respectfully; following established protocols and principles of adult learning theory*; maintaining a focus on outcomes; and fostering collaboration and investment.

What is Commitment to the School Community?

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

Why is this one of my IMPACT components?

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

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 5 and the second by June 17.

At the end of each cycle, you can view your final Commitment to the School Community rating in the IMPACT database (<http://impactdcps.dc.gov>). While a conference to discuss your Commitment to the School Community rating 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) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

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

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

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 2/5	CYCLE ENDS 6/17	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	



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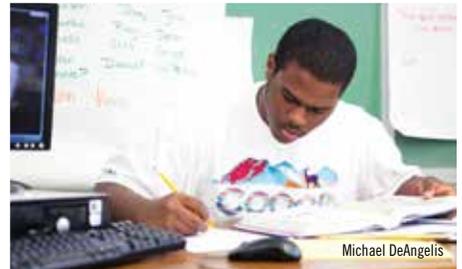
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If I have additional questions about Commitment to the School Community, whom should I contact?

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

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

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

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

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

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

CSC 3 | HIGH EXPECTATIONS

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

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

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

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

LEVEL 2

LEVEL 1 (LOWEST)

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

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

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

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

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

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

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: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5 | INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

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

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

Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.



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Brian Troplano

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.



What is Core Professionalism?

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

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 5 and the second by June 17.

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 scored?

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

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart below.

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

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

Please note that, if you are shared between two schools, the lower of your two Core Professionalism 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 SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 2/5	CYCLE ENDS 6/17	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	



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

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

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 forth by local school policy and by the relevant collective bargaining agreement).

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

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

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

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

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

FOR INSTRUCTIONAL COACHES

Instructional coaches lead much of the professional development that teachers receive, but they also need their own training and support. Coaches' continuous improvement is facilitated by managers of the Instructional Coaching Program from the DCPS Office of Teaching and Learning.

Through coach cohort meetings, site visits, and regular communication, managers assist coaches in implementing learning cycles, tracking student and teacher progress, developing productive relationships with teachers and administrators, and using data to drive coaching work. Coaches also participate in coach institutes, which are day-long opportunities for coaches to share best practices, learn from expert educators, and study research-based strategies.

Coaches are invited to take advantage of additional opportunities available on PD Planner, as well as professional development offerings coordinated by the Washington Teachers' Union. These and other opportunities are posted on the instructional coach page on the Educator Portal+.

“As instructional coaches, it is critical that we understand the change process. One of the most helpful trainings that I have attended was on the Concerns-Based Adoption Model (CBAM), which identifies and suggests ways to assess seven stages of concern when adopting an innovation. This information has been invaluable to me in my work to support teachers as they enhance their professional practice.”

JANICE CARTER-BOWDEN, INSTRUCTIONAL COACH, LASALLE-BACKUS EC

“The learning cycle model has been a powerful tool for instructional coaches in our support of teachers. Through collaboration, reflection, and consultation, I have been able to assist teachers in acquiring pedagogical knowledge that has not only improved teacher practice but also student outcomes. The icing on the cake is that I am a stronger, more confident instructional coach armed with a set of scientifically proven practices that relate directly to teachers' needs.”

SHIRLEY TURNER, INSTRUCTIONAL COACH, BROWNE EC

REALITY PD

Reality PD is an extensive library of professionally produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers.

Each video focuses on one Teach standard from the Teaching and Learning Framework. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and are a powerful professional development tool to drive great practice.

For example:

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

You can access these resources by visiting <http://www.educatorportalplus.com> and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact reality.pd@dc.gov with any questions.



Victoria Tyson, School Without Walls SHS



Sabrina Malone, Houston ES



Lakia Kenan, Orr ES



William Taylor, Wheatley EC



Scott Harding, Maury ES



Victoria Pearson, Stuart-Hobson MS

CURRICULAR RESOURCES

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

In 2011, DCPS began working toward a full adoption of the Common Core State Standards (CCSS) for English Language Arts; literacy in history/social studies, science, and technical subjects; and mathematics. To support this transition, we have created scope and sequence documents, unit overviews, recommended anchor texts, and suggested summative assessments. We also administer aligned, paced interim assessments (PIAs), and you have the opportunity to participate in structured data cycles to support you with using student achievement information to guide your classroom practice.

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

SCHOOL YEAR	GRADES/CCSS FOCUS	IMPLEMENTATION PLAN
2011–2012	K–12 READING 6–12 LITERACY IN CONTENT AREAS (RH/RST) K–2 MATHEMATICS	Implementation Focus: K–12 English Language Arts teachers will use the CCSS-ELA and K–2 teachers will use the CCSS-Mathematics to drive their instruction.
		Professional Development Focus: Foundational reading, CCSS-ELA instructional shifts, K–2 CCSS-Mathematics
2012–2013	3–12 MATHEMATICS 6–12 LITERACY IN CONTENT AREAS (RH/RST)	Implementation Focus: K–12 math teachers will use the CCSS-Mathematics, and social studies, science, and technical subject teachers will use the CCSS-RH/RST to drive their instruction.
		Professional Development Focus: CCSS-Mathematics, differentiated literacy instruction
2013–2014	K–12 WRITING 6–12 WRITING IN CONTENT AREAS (WHST)	Implementation Focus: K–12 teachers will use the CCSS-W, and social studies, science, and technical subjects teachers will use the CCSS-WHST to drive their instruction.
		Professional Development Focus: Writing and Language CCSS
2014–2015	K–12 ENGLISH LANGUAGE ARTS: ACADEMIC LANGUAGE; CLOSE READING; SMALL GROUP LITERACY; WRITING K-12 MATHEMATICS K-12 SCIENCE K-12 SOCIAL STUDIES	Implementation Focus: K–12 teachers will use the CCSS-Mathematics, CCSS-ELA, and CCSS-Social Studies to drive their instruction. Teachers will also begin using the Next Generation Science Standards (NGSS).
		Professional Development Focus: CCSS-Mathematics, NGSS, CCSS-ELA, CCSS-Social Studies

PD PLANNER

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

EDUCATOR PORTAL+

The Educator Portal+ is an online platform that provides educators with resources related to the adoption of the Common Core State Standards and the goals of the DCPS academic plan. Through the portal, DCPS educators can also access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework. Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and major subject areas
- **Teach Standard Resource Sets:** Self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard
- **Curricular Resources:** DCPS's scope and sequence documents, unit overviews, learning modules, and more

Access these resources and sign up for relevant events and announcements by visiting <http://www.educatorportalplus.com> and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact educator.portal@dc.gov with any questions.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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

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

THE WASHINGTON TEACHERS' UNION

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

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtlocal6.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 ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

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

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Instructional Coach Standards (IC) <i>Average of Administrator Cycles</i>	3.58	x 55	= 196.9
Instructional Coach Standards (IC) <i>Average of OTL Cycles</i>	3.66	x 35	= 128.1
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
TOTAL			360

Step 3

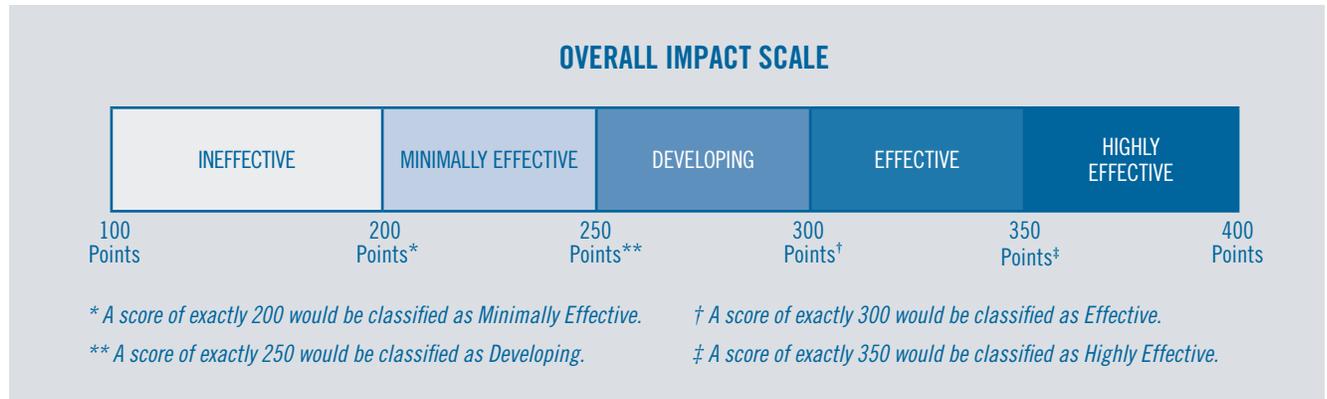
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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.)

**Specifically, DCPS may, at its discretion, revise 2014-2015 cycle deadline dates in order to accommodate district-wide testing schedules.*

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation under the WTU contract.

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

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after three years of support, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, educators who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing educators, DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after two years of support, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, educators who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

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

Note: In very rare cases, a principal may recommend that an educator be separated more expeditiously than outlined above if the educator'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 an educator 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. Educators will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

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

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

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.

What is IMPACT*plus*?

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

Why does DCPS have a performance-based pay system?

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

Who created IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

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

How do I know if I am a WTU member?

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

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

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

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

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

How much can I earn under IMPACT*plus*?

Depending upon which IMPACT group you are in, and depending upon other factors like the poverty level of your school, you can earn nearly \$130,000 annually.

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

Under the previous contract, the starting salary was \$42,369 and it took 21 years to achieve the maximum salary of \$87,584. Under IMPACT*plus*, a Highly Effective instructional coach with a master's degree has the potential to earn \$74,975 in her/his first year, and can achieve the maximum salary of \$126,540 in just seven years.

How does it work?

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

PART 1: ANNUAL BONUS

How does the annual bonus work?

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

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING 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 what my school's poverty level is?

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

Why do instructional coaches 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 educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

Why do instructional coaches who work in the 40 lowest-performing 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. Given the additional challenges

associated with working in our most struggling schools, we felt it was appropriate to recognize the most effective educators in these schools with higher bonuses.

How do I know if I work in one of the 40 lowest-performing 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 2014–2015 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2014–2015 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent educators, 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 teachers' retirement system, at the time of the bonus distribution.

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

No.

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

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

Are there any conditions attached to accepting the bonus?

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

Am I required to accept the bonus?

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

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

Once final IMPACT reports 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?

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

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

Yes.

If I earn a Highly Effective rating again next school year (2015–2016), 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.

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

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row and work in a high-poverty school, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master’s degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system.

IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S POVERTY LEVEL	YOUR SERVICE CREDIT
Highly Effective	High-Poverty	5 Years

An example might be helpful here. Let us suppose it is the end of the 2014–2015 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of service. For the 2015–2016 school year — your eighth year of service — we would actually pay you as if you were in your thirteenth year (8 years + 5 years of credit).

Will the service credit count for retirement eligibility?

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

If I earned a Highly Effective rating last school year (2013–2014), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2014–2015 school year, you will qualify for the increase in base salary.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools with a free or reduced-price lunch rate that is considered High-Poverty?

Yes.

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 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.

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

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



Andrea Leoncarvallo



Andrea Leoncarvallo



Andrea Leoncarvallo



Andrea Leoncarvallo

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

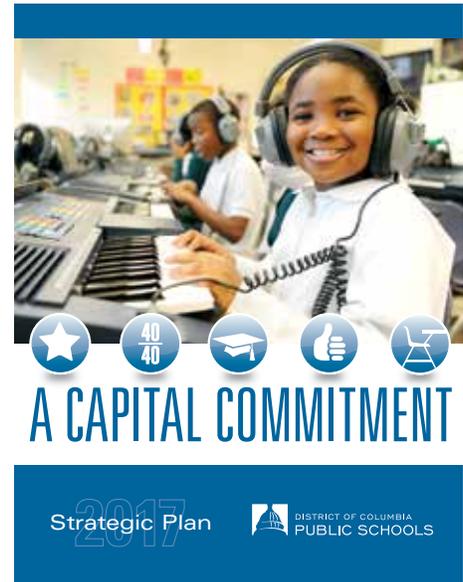
Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CONCLUDING MESSAGE

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

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



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