Teacher LEAP Leaders (Grades 4+)

with Individual Value-Added Student Achievement and Student Survey Data

GROUP 1a

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2025
2026

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PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build on past success and accelerate efforts to close the achievement gap, we must continue to concentrate our work on ensuring all students feel loved, challenged, and prepared to positively influence society and thrive in life.

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. IMPACT supports professional growth by:

1. **Clarifying Expectations** — IMPACT outlines clear performance expectations and provides a common language of success for all school-based employees.

2. **Providing Frequent and Meaningful Feedback** — Quality feedback is a key element in improving one's practice. Regular feedback opportunities support reflection and action planning toward excellence.

The success of our students hinges on the work you do every day. Your professional growth is critical to DCPS' mission and is cultivated through a clear vision of excellence paired with meaningful and aligned feedback opportunities.

> I'm so lucky to have started my teaching career in DCPS and to have developed my craft under IMPACT. The feedback I have received from observers over the years has made me a better teacher and in turn has helped my students learn more in a joyful classroom. Teaching in DCPS isn't like teaching anywhere else. Having a framework like IMPACT — the inspiring Essential Practices, the professional development opportunities, the continual focus on growth and collaboration with leadership — shows how much DCPS values its teachers and values learning. I'm very thankful to be a part of it.
>
> *— Teacher, Eastern Senior High School*

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GROUP 1a: OVERVIEW

Who is in Group 1a?

Group 1a consists of all teacher LEAP leaders for whom we generate individual value-added student achievement and student survey data.

What are the IMPACT components for members of Group 1a?

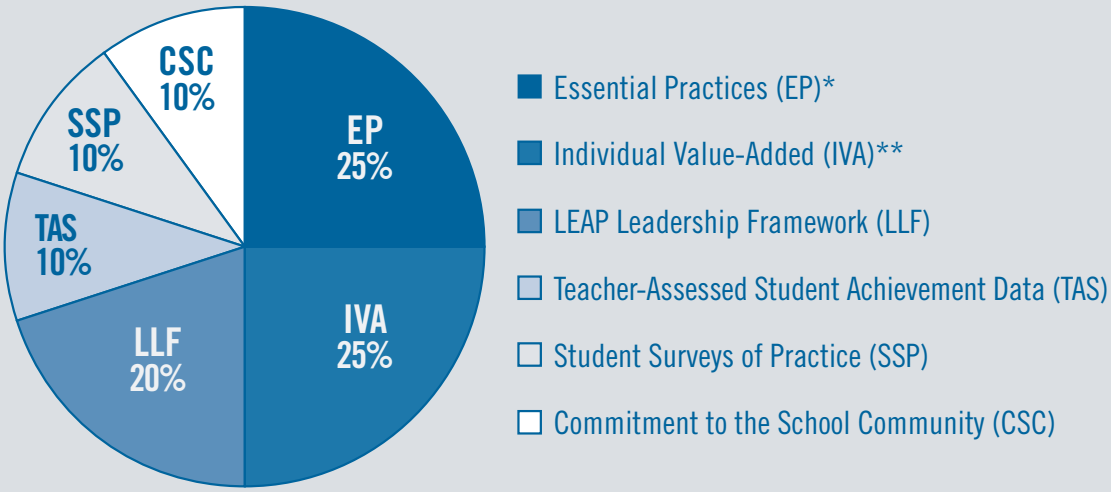
There are seven IMPACT components for members of Group 1a. Each is explained in greater detail in the following sections of this guidebook.

- **Essential Practices (EP)** — These are a measure of your instructional expertise. This component makes up 25% of your IMPACT score.
- **LEAP Leadership Framework (LLF)** — This is a measure of your expertise as a LEAP leader. This component makes up 20% of your IMPACT score.
- **Student Achievement Data** — For Group 1a, DCPS uses two student achievement measures: *Individual Value-Added Student Achievement Data (IVA)* and *Teacher-Assessed Student Achievement Data (TAS).* Together, these measures make up 35% of your IMPACT score.
  - **IVA** is a measure of the impact you have on your students' learning over the course of the school year, as evidenced by the DC CAPE. This component makes up 25% of your IMPACT score.
  - **TAS** is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAPE. This component makes up 10% of your IMPACT score.
- **Student Surveys of Practice (SSP)** — This is a measure of instructional culture, as assessed by your students. This component makes up 10% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **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.

Where can I find this year's IMPACT Cycle dates?

IMPACT Cycle dates can be found in the ***IMPACT Annual Reference Guide.***

IMPACT COMPONENTS FOR GROUP 1a



**The Essential Practices (EP) component will expand to replace components of the pie that cannot be scored.*

***IVA component scores are calculated using two years of IVA results. The EP component will expand to replace the IVA component if a teacher does not have two years of IVA results..*

EP ESSENTIAL PRACTICES

What are the DCPS Essential Practices?

The DCPS Essential Practices define effective instruction and outline the key actions we believe lead to increased student achievement. There are five DCPS 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 DCPS Essential Practices?

The DCPS 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 DCPS Essential Practices. 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 DCPS Essential Practices rubric?

For each formal IMPACT observation, your evaluator(s) 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. To view an example of how the Essential Practices are scored, see the sample score chart on the next page.

Who conducts IMPACT observations?

IMPACT observations are conducted by administrators.* During these observations, your practice is assessed according to the Essential Practices rubric.

How many IMPACT observations will I receive?

You will receive either one or two observations.** Expert level teachers will be automatically opted out of a second observation if they receive a 3.0 or higher in Cycle 1.

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 who received a score of 3.0 or higher 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 of less than 3.0 in Cycle 1 will automatically receive another observation.

How long will each formal IMPACT observation last?

All formal in-person observations will be at least 30 minutes long.

SAMPLE SCORE CHART

DCPS 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, purposeful 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

IMPACT Cycle dates are listed in the ***IMPACT Annual Reference Guide.***

LIFT STAGES

**Administrators normally refers to normed EP observers at your school, but in certain circumstances you may receive your EP observation from a normed EP observer who is not based at your school.*

***Teachers shared across schools will receive this number of observations at each school.*

Will I receive an informal observation?

You will receive an informal observation prior to your first formal observation of the year. This observation will be at least 15 minutes long, and you will receive written feedback from your observer, which can be viewed in the IMPACT database within 15 calendar days of your informal observation. You may or may not receive scores or have a conference with your observer after your informal observation. Only scores associated with formal observations are included in calculations for your final IMPACT score.

Will IMPACT observations be announced or unannounced?

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.

You also have the option to submit a self-reflection after the observed lesson. You will have at least 24 hours following the observed lesson to submit a self-reflection through your IMPACT dashboard. Your administrator will share additional details about engaging in the self-reflection process at your school.

How will I receive feedback from my IMPACT observation?

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

If an 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.

You will also receive written comments in an Essential Practices report, which can be viewed in the IMPACT database within 15 calendar days of your IMPACT observation. You can log into your IMPACT dashboard by visiting http://impactdcps.dc.gov.

What if a teacher is virtual rather than in-person?

When observing combined model (simulcast) and virtual instruction, evaluators may select “Not Scored,” instead of a score for certain elements if they are not able to gather the necessary evidence to provide a score due to the limitations of technology. If an evaluator selects “Not Scored” for an element, the other element of that Essential Practice standard will count as the teacher’s score for that standard.

Virtual observations will often be 30 minutes long as well, but given that virtual learning experiences may be shorter than typical in-person lessons, they can be as short as 15 minutes long. If necessary an observer may observe multiple virtual lessons to view at least 15 minutes of instruction.

**Administrators may announce IMPACT observations at their discretion.*

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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.* **Students are authentically welcoming and responsive to one another.**	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. **Students demonstrate deep investment in the learning experience.**
	For example, the students: • Demonstrate interest in the thoughts, opinions, and well-being of each other • Provide peers with meaningful and specific feedback/praise • Productively collaborate across difference (e.g., cultural, racial, linguistic, dis/ability, and/or gender) *See also examples from Level 3*	For example, the students: • Persevere when they struggle with challenging content or activities • Demonstrate interest in, commitment to, or excitement about what they are learning and doing *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 teacher: • Demonstrates interest in the thoughts, opinions, and well-being of all students • Fosters student thinking about and planning for long-term goals • Equitably provides students with meaningful and specific feedback/praise • Demonstrates an equitable commitment to all students' ability to be successful • Effectively uses positive reinforcement	For example, the teacher: • Responds to disengagement by inviting students back in a positive way • Successfully utilizes strategies such as proximity, non-verbal cues, or reflection exercises that support students' reengagement with content • Recognizes when students need space and/or time to successfully refocus • Redirects behavior in an effective and positive way For example, engaged students: • Complete tasks and/or remain focused on learning (e.g., participate during seminars or whole-class discussions, complete small group or station work, remain immersed in a text, task, or activity)
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 teacher: • Acknowledges students generally, but does not display specific concern for students' thoughts, opinions, and/or feelings For example, most students: • Follow instructions, but sometimes reluctantly	For example, the teacher: • Does not attempt to invite disengaged students back in to the learning experience • Ignores students who are disengaged for an inappropriate amount of time
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the teacher: • Does not demonstrate respectfulness • Does not include an individual student or a subgroup of students in the learning experience when appropriate to do so	For example, the teacher: • Responds negatively to student disengagement For example, most students: • Demonstrate disengagement throughout the learning experience and are not invited to return

**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 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

English Language Arts Content-Specific Examples

Leap Seminar Examples

LEAP seminars support teachers in developing students' abilities to contribute to a responsive learning community.

K–5 LEAP seminars feature the following core instructional practices:

- Flexibly move students in and out of groups as their instructional needs change
- Plan opportunities to leverage collaborative conversations as a structure supporting evidence-based writing
- Cultivate a literacy rich environment that promotes a love of reading and writing

Grade 6–12 LEAP seminars feature the following core instructional practices:

- Employ targeted strategies to support students in comprehending the text
- Design and implement lessons that develop students' ability to develop clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audiences
- Use academic discourse structures to support students in analyzing the text, clarifying, and challenging ideas persuasively
- Support students in exploring writers' use of varied syntax to create effect

Mathematics Content-Specific Examples

Leap Seminar Examples

LEAP seminars support teachers in developing students' abilities to contribute to a responsive learning community.

K–8 LEAP seminars feature the following core instructional practices:

- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Allocate sufficient wait time so that more students can formulate and offer responses
- Praise students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems

Grade 9–12 LEAP seminars feature the following core instructional practices:

- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Select and sequence student approaches and solution strategies for whole-class analysis and discussion
- Help students realize that confusion and errors are natural parts of learning by facilitating discussions on mistakes, misconceptions, and struggles

Social Studies Content-Specific Examples

Leap Seminar Examples

LEAP seminars support teachers in developing students' abilities to contribute to a responsive learning community.

LEAP seminars feature the following core instructional practices:

- Use the question-formation technique to promote students' crafting their own questions that help to spark and sustain inquiry
- Effectively plan the use of discourse protocols in order for students to analyze their evidence and develop/explain claims with peers
- Develop protocols that foster student engagement through self-awareness and self-management

Science Content-Specific Examples

Leap Seminar Examples

LEAP seminars support teachers in developing students' abilities to contribute to a responsive learning community.

LEAP seminars feature the following core instructional practices:

- Use academic discourse to support students in asking questions
- Use academic discourse structures to support students in analyzing texts, clarifying claims, and critiquing peers' arguments
- Plan a variety of collaborative conversation structures that align to the intended learning outcome and that strategically support students in building on others' ideas and expressing their own clearly and persuasively

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4

The learning experience is both aligned to academic standards (as defined by the Common Core State Standards or other appropriate content standards) and challenging for students. **The learning experience fosters students' intellectual curiosity about the content.**

For example, the teacher:
- Supplements curricular materials or makes instructional choices that build students' interest in the content
- Makes meaningful connections between the content and other content areas/academic disciplines and/or students' lives
- Has students grapple with compelling questions and ideas
- Demonstrates deep commitment to the discipline and/or enthusiasm about the content

See also examples from Level 3

LEVEL 3

The learning experience is both **aligned** to academic standards (as defined by the Common Core State Standards or other appropriate content standards) and **challenging** for students.

For example, aligned content is derived from:
- Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA; ACTFL; CCTC; or other relevant standards
- DCPS or DCPS-endorsed curriculum
- DCPS Cornerstone assignments or projects
- DCPS digital instructional resources (e.g., Lexia®, iReady®, ST Math®, Discovery Education Techbook®, other blended learning activities)
- DCPS-endorsed social and life skills curricula

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 content standards (as defined by the Common Core State Standards or other appropriate content standards) but is **not sufficiently challenging** for students.

For example, aligned content is derived from:
- Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA; ACTFL; CCTC; or other relevant standards
- DCPS or DCPS-endorsed curriculum
- DCPS Cornerstone assignments or projects
- DCPS digital instructional resources (e.g., Lexia®, iReady®, ST Math®, Discovery Education Techbook®, other blended learning activities)
- DCPS-endorsed social and life skills curricula

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:
- Neither challenging for students nor aligned to appropriate content standards
- Developmentally inappropriate for students' age and/or grade level

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

English Language Arts Content-Specific Examples

Essential Practice Examples	This practice aligns with Instructional Practice Guide (IPG) Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	Leap Seminar Examples	LEAP seminars unpack the complexity of the Common Core State Standards by focusing on their specific strands (Reading, Writing, Speaking and Listening, and Language).
For example, ELA content: • Features reading, writing, and speaking about literary or informational text(s) of appropriate complexity and that build content knowledge • Focuses on key attributes of a writing genre (i.e., opinion/argument, informative/explanatory, or narrative writing)		K–5 LEAP seminars feature the following core instructional practices: • Plan questions and prompts for small group literacy that reflect the rigor defined in the Common Core State Standards • Plan text dependent questions and prompts designed to increase student understanding of the inferential meaning of a text • Leverage the read aloud to model fluency and build content knowledge	
For example, grade 1–2 ELA content: • Provides opportunities for students to practice emerging phonics skills with text • Features shared reading, writing, speaking, and research opportunities • Addresses foundational skills and connects acquisition of these skills to making meaning from text		Grade 6–12 LEAP seminars feature the following core instructional practices: • Use curricular texts to support students in selecting the most relevant evidence to develop the topic • Design and implement lessons that develop students' ability to develop clear and coherent writing in which development, organization, and style are appropriate to task, purposes, and audiences • Cohesively embed grammar instruction to ensure students demonstrate command of standard English in both speaking and writing	
For example, grade 3–12 ELA content: • Provides opportunities for students to cite specific textual evidence when writing or speaking to draw conclusions from text • Includes research projects based on focused, text-relevant questions			

Social Studies Content-Specific Examples

Essential Practice Examples	This practice aligns with the DC Social Studies Standards and with the C3 Framework, especially Dimension 2: Applying Disciplinary Tools and Concepts.	Leap Seminar Examples	LEAP seminars unpack the complexity of the C3 Framework and Common Core State Standards as it relates to each course's curricular content.
For example, social studies content: • Features reading, writing, and speaking about complex text of varying formats (e.g., historical and contemporary documents, maps, images, political cartoons, video clips, objects, and charts) • Explores compelling and supporting questions through inquiry, research, and writing • Integrates social studies skills (e.g., gathering and evaluating sources) while promoting a depth of understanding of content in these areas of focus (grades): ▪ U.S. History (1, 2, 4, 5, 8, and 11) ▪ World History (7, 9, and 10) ▪ Government (1, 2, and 12) ▪ D.C. History (3 and 12) ▪ Geography (3 and 6)		LEAP seminars feature the following core instructional practices: • Develop keen awareness of the big ideas, content knowledge, and skills students will gain during the unit of study • Foster students' capacities to recognize patterns of causation that occur throughout history • Support students to deeply analyze how problems manifest on local, regional, and global levels while assessing causes and challenges in addressing these problems	

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

Mathematics Content-Specific Examples

Essential Practice Examples

This practice aligns with Instructional Practice Guide (IPG) Core Action 1: Ensure the work of the lesson reflects the Shifts required by the Common Core State Standards for Mathematics.

For example, mathematics content:

- Extends previous learning by making connections with mathematics content, methods, and models from previous grades
- Intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
- Focuses on and promotes a depth of understanding of content in these domains (grades)
  - Numbers and operations in base 10 (1–5)
  - Numbers and operations – Fractions (3–5)
  - The number system (6–8)
  - Number and quantity (HS)
  - Measurement and data (1–HS)
  - Geometry (1–HS)
  - Statistics and probability (6–HS)
  - Operations and algebraic thinking (1–5)
  - Expressions and equations (6–8)
  - Ratios and proportional relationships (6–7)
  - Functions (8–HS)
  - Algebra (HS)
  - Modeling (HS)

Leap Seminar Examples

LEAP seminars support teachers in identifying appropriate goals aligned to the Common Core State Standards, the related DCPS curriculum, and students' individual progress and learning trajectories.

K–8 LEAP seminars feature the following core instructional practices:

- Establish clear goals that articulate the mathematics students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit
- Identify how goals fit within a mathematics learning progression and connect to the major standards for the course
- Focus students' attention on the structure of essential features of mathematical ideas that appear, regardless of their representation

Grade 9–12 LEAP seminars feature the following core instructional practices:

- Establish clear goals that articulate the mathematics students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit
- Identify how goals fit within a mathematics learning progression and connect to the major standards for the course

Science Content-Specific Examples

Essential Practice Examples

This practice aligns with the Next Generation Science Standards (NGSS) performance expectations and the three dimensions upon which the expectations are built.

For example, science content:

- Features Science & Engineering Practices: behaviors scientists and engineers engage in as they work (e.g., formulating a question, building a model)
- Features Crosscutting Concepts: concepts that apply to all domains of science (e.g., cause and effect, energy and matter)
- Focuses on and promotes a depth of understanding of content in these Disciplinary Core Ideas:
  - Physical Sciences: Matter, Forces, Energy, Waves
  - Life Sciences: Structures & Processes, Ecosystems, Heredity, Biological Evolution
  - Earth & Space Sciences: Earth's Place in the Universe, Earth's Systems, Earth & Human Activity
  - Engineering, Technology & Applications of Science: Engineering Design, Links Among Engineering, Technology, Science & Society

Leap Seminar Examples

LEAP seminars unpack the complexity of the NGSS by focusing on their specific dimensions (i.e., Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) and elements, such as engineering and the nature of science.

LEAP seminars feature the following core instructional practices:

- Lead instruction that intentionally addresses disciplinary core ideas, science and engineering practices, and crosscutting concepts
- Support students in analyzing major global challenges using engineering design tools (i.e., criteria and constraints)
- Use history of science case studies to develop deeper understanding of the nature of science

THE NORTH FACE

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

	3.A Skillful Design	3.B Skillful Facilitation
LEVEL 4	The learning experience is well-planned such that all tasks and activities are connected to one another and effectively promote student understanding. **The learning experience is designed to maximize time for students to grapple with content.**	The learning experience is **clear*** and **all** students are able to access the content.
	For example, the teacher: • Makes instructional moves that promote student-centered learning such as opportunities for inquiry or seminar discussion • Prioritizes student talk and work time • Structures the learning experience to be efficient and minimizes non-instructional time *See also examples from Level 3*	For example, the learning experience is clear because the teacher: • Explains content accurately and coherently • Uses Tier 2 and 3 academic vocabulary precisely and with intentionality • Guides students toward identification of key points • Uses available technology effectively to support content delivery and student practice • Connects the intended learning to prior and/or background knowledge For example, the learning experience is accessible for all students because the teacher: • 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)
LEVEL 3	The learning experience is **well-planned** such that all tasks and activities are **connected** to one another and **effectively** promote student understanding.	The learning experience is **clear*** and **almost all** students are able to access the content.
	For example, the learning experience: • Includes tasks and activities that are connected and build upon one another • Includes tasks and activities that move students toward grade-level expectations • Features adapted curricular materials, as appropriate	For example, the learning experience is clear because the teacher: • Explains content accurately and coherently • Uses Tier 2 and 3 academic vocabulary precisely and with intentionality • Guides students toward identification of key points • Uses available technology effectively to support content delivery and student practice • Connects the intended learning to prior and/or background knowledge For example, the learning experience is accessible for almost all students because the teacher: • 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)
LEVEL 2	The learning experience is **not sufficiently organized** OR includes tasks or activities that are **not entirely effective** at promoting student understanding.	The learning experience is **not sufficiently clear*** for students.
	For example, the learning experience: • Includes some tasks and activities that are disconnected or do not build upon one another • Includes tasks and activities that do not move students toward grade-level expectations • Includes tasks and activities too long or too short in duration	For example, the learning experience is not sufficiently clear because the teacher: • Provides explanations that are not entirely effective in building student understanding of content • Gives definitions that are not completely clear or precise or sometimes does not use appropriate Tier 2 and 3 vocabulary • Inconsistently guides students toward identification of key points/main ideas • Uses technology that does not fully support content delivery and student practice
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the learning experience: • Is not organized • Does not reflect strategic planning	For example, the learning experience: • Is mostly not coherent or not clear • Promotes students' acquisition of inaccurate content or results in significant student misunderstanding • Is inaccessible for most students

**In certain instructional situations such as an inquiry lesson, a teacher might intentionally offer a task or question that is unclear for students. In such circumstances, evaluators should assess clarity by considering whether this approach promotes greater student understanding of the content.*

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

English Language Arts Content-Specific Examples

Essential Practice Examples	This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ questions and tasks, both oral and written, that are text-specific.	Leap Seminar Examples	In addition to the planning and application time provided in every seminar, some LEAP seminars focus on research-based practices for structuring instruction or developing specific strategies for making content clear and accessible to all students.

For example, the learning experience includes tasks and activities that:
- Attend to a text's word choice, syntax, structure, concepts, ideas, and/or details
- Feature a variety of reading opportunities (whole group, small group, paired, or independent)
- Focus on developing and strengthening writing through planning, drafting, revising, editing, rewriting, or trying a new approach
- Reflect the teacher's use of data to form fluid guided reading groups, as appropriate

For example, grade 1–2 learning experiences include tasks and activities that:
- Provide opportunities for students to recognize and read age-appropriate vocabulary, including regularly and irregularly spelled words
- Feature collaborative conversations about grade-appropriate topics and texts
- Require students to identify the meaning of words and phrases in text

For example, grade 3–12 learning experiences include tasks and activities that:
- Embed implicit and explicit Tier 2 and Tier 3 vocabulary instruction
- Feature text-based discussion opportunities where students can build upon each other's ideas and express their own ideas clearly and persuasively
- Require students to use evidence from text to support their interpretations by referring back to the words, phrases, and sentences of the text
- Embed reading interventions, as necessary

K–5 LEAP seminars feature the following core instructional practices:
- Plan explicit and interactive phonics lessons that require encoding and decoding of newly-acquired phonics skills (K–2)
- Plan targeted opportunities for students to apply grade-level word analysis skills while encoding and decoding words (3–5)
- Design rigorous and differentiated independent learning activities that reflect varied proficiency levels
- Leverage the read aloud as an opportunity to study models of Common Core State Standards-aligned genres to investigate author's craft

Grade 6–12 LEAP seminars feature the following core instructional practices:
- Plan high-quality questions that are both divergent and high-level in order to facilitate deep discussion of text(s)
- Plan for and provide high-quality instruction of tier two academic vocabulary and provide multiple opportunities for student to engage with vocabulary over time, both explicitly and implicitly
- Use intended student learning outcomes identified in the curriculum and lesson-planning protocol to develop aligned assessments and daily instructional plans

Social Studies Content-Specific Examples

Essential Practice Examples	This practice aligns with the C3 Framework, especially Dimension 1: Developing Questions and Planning Inquiries.	Leap Seminar Examples	In addition to the planning and application time provided in every seminar, some LEAP seminars focus on specific research-based practices for planning social studies learning experiences.

For example, the learning experience includes tasks and activities that:
- Enable students to develop compelling and supporting questions
- Require students to use evidence from sources to support their interpretations
- Focus on developing and strengthening writing through planning, drafting, revising, editing, rewriting, or trying a new approach
- Activate students' prior knowledge and establish relevant connections between students' lives and the content
- Create and nurture collaborative civic spaces for students to engage in dialogue (e.g., Paideia seminars)
- Foster students taking informed action in classrooms, schools, and the community
- Require students to use evidence from text to support their interpretations by referring back to the words, phrases, and sentences of sources

LEAP seminars feature the following core instructional practices:
- Plan C3-aligned units that include lessons using the 5E instructional model
- Ensure C3-aligned learning experiences are consistent with the 5E instructional model
- Ensure units of instruction include opening lessons that effectively frame the coming inquiry arc

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

Mathematics Content-Specific Examples

Essential Practice Examples	Leap Seminar Examples
This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.	LEAP seminars incorporate NCTM's Eight Effective Teaching Practices in order to support teachers in designing and implementing learning experiences that enable all students to grapple with and master complex mathematical skills and concepts.
For example, the learning experience: • Includes explanations, representations, and/or examples to make the content of the lesson explicit • Includes opportunities for students to share, discuss, and justify their mathematical reasoning through discourse • Supports and promotes variation in solution methods to strengthen students' understanding of the content and mathematical structures	K–8 LEAP seminars feature the following core instructional practices: • Ensure progress toward mathematical goals by making explicit connections to student approaches and reasoning • Use the mathematical goals to guide lesson planning and reflection and make in-the-moment decisions during instruction • Ask intentional questions that make the mathematics more visible and accessible for student examination and discussion
For example, grade 1–5 learning experiences include tasks and activities that: • Develop students' number sense and fluency with basic operations • Build foundational algebraic thinking skills • Develop students' conceptual understanding of foundational mathematics concepts • Orient students to understanding and manipulating data • Have students apply understanding of geometric properties • Familiarize students with the structural elements of equations	Grade 9–12 LEAP seminars feature the following core instructional practices: • Use the mathematics goals to guide lesson planning and reflection and to make in-the-moment decisions during instruction • Introduce forms of representation that can be useful to students in demonstrating their understanding • Ask intentional questions that make the mathematics more visible and accessible for student examination and discussion
For example, grade 6–12 learning experiences include tasks and activities that: • Have students apply previous understandings of basic operations to increasingly complex mathematical scenarios • Require solving real-world problems using, or by developing, expressions, equations, or functions • Generate sophisticated inferences about and from data • Feature the integration of algebraic and geometric concepts • Have students manipulate both irrational and rational numbers • Leverage mathematical reasoning to build statistical models and evaluate probability	

Science Content-Specific Examples

Essential Practice Examples	Leap Seminar Examples
This practice aligns with the Implications of the Vision of the Framework and the Guide to Implementing the Next Generation Science Standards (NGSS).	In addition to the planning and application time provided in every seminar, some LEAP seminars focus on specific research-based practices for structuring science learning or develop specific strategies for making science content clear and accessible to all students.
For example, the learning experience includes tasks and activities that: • Enable students to make sense of scientific phenomena or to design solutions to problems using specific elements of the three dimensions of the NGSS (Science & Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) • Are structured around students conducting investigations, solving problems, and engaging in discussions with teacher guidance • Feature students discussing open-ended questions that focus on evidence and claims • Support students in constructing and using scientific models to describe, explain, predict, or control natural phenomena • Encourage students to create journals, reports, posters, or presentations that explain conclusions • Have students read high-quality texts from multiple sources (science-related magazines, journal articles, and web-based resources)	LEAP seminars feature the following core instructional practices: • Sequence instruction centered on course-specific anchoring phenomena • Plan NGSS-aligned lessons using the 5E learning cycle and instructional model • Use decision guides to support students in making strategic use of digital media in presentations
For example, the teacher: • Supports students in accessing facts and terminology, as needed, while they develop explanations and design solutions supported by evidence-based arguments and reasoning • Encourages the connection of discrete concepts to unifying organizational structures • Provides accessibility supports so that all students can engage in sophisticated science and engineering practices	

WORD WALL

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

	4.A Cognitive Work	4.B Higher-Level Understanding
LEVEL 4	Students spend the **majority** of the learning experience engaged in meaningful cognitive work, including explaining their thinking with appropriate evidence, applying their understanding of content to complex tasks, or both.	**All or almost all** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.
	For example, the students: • Do the majority of the thinking and speaking about content • Use most of their time to productively grapple with content • Are responsible for most of the cognitive work *See also examples from Level 3*	For example, all or almost all students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals
LEVEL 3	Students spend a **significant** portion of the learning experience engaged in **meaningful cognitive work,** including explaining their thinking with appropriate evidence, applying their understanding of content to complex tasks, or both.	**Most** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.
	For example, the learning experience: • Features opportunities for students to do cognitive work such as complex problem solving, group work, independent work, think time, and/or sharing of ideas that is aligned to the rigor of the intended learning	For example, most students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals
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.	**Some** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.
	For example, the learning experience: • Includes too few opportunities for students to productively grapple with content • Includes too few opportunities for students to justify their responses • Does not require students to think deeply about the content	For example, some students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the learning experience: • Is predominantly teacher-directed/lecture • Does not include opportunities for students to explain their thinking with appropriate evidence or apply their understanding of content to complex tasks	For example, few or no students: • Demonstrate progress toward higher-level understanding

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

English Language Arts Content-Specific Examples

Essential Practice Examples	This practice aligns with Instructional Practice Guide (IPG) Core Action 3: Provide all students with opportunities to engage in the work of the lesson.	Leap Seminar Examples	LEAP seminars support teachers in engaging their students in a rigorous and student-centered balanced literacy approach.
For example, students: • Demonstrate independence (e.g., comprehend and evaluate complex texts without scaffolding; construct effective arguments, and build on the ideas of others) • Build strong content knowledge (e.g., read purposefully to gain both general knowledge and discipline-specific expertise) • Respond to the varying demands of audience, task, purpose, and discipline (e.g., consider how connotations of words affect meaning; provide differentiated evidence aligned to the discipline) • Comprehend as well as critique (e.g., question an author's or speaker's assumptions and premises) • Value evidence (e.g., cite specific and relevant evidence when offering an oral or written interpretation of a text) • Use technology and digital media strategically and capably (e.g., understand the strengths and limitations of technical tools and select those best suited to learning goals) • Come to understand other perspectives and cultures (e.g., actively seek to understand ideas as presented and evaluate other points of view critically and constructively)		K–5 LEAP seminars feature the following core instructional practices: • Read text sets deeply to uncover areas of complexity worthy of instruction • Use targeted prompts to coach students as they engage in reading and writing • Provide opportunities for students to integrate content into authentic student writing • Plan opportunities to leverage student work as an instructional tool supporting evidence-based writing	
For example, grade 1–2 students: • Ask and answer questions about key details in a text • Identify the main topic and key details in a grade-appropriate text • Participate in shared reading or writing projects For example, grade 3–12 students: • Provide text-based evidence when supporting oral or written responses • Conduct research to build and present knowledge • Use Tier 2 and Tier 3 vocabulary, language conventions, decoding skills and comprehension strategies to read, write, and speak about text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		Grade 6–12 LEAP seminars feature the following core instructional practices: • Ask text-dependent questions that prompt students to analyze the development of theme over the course of a text • Use exemplary student work to support students in developing claims and counterclaims • Use exemplary student work to support students in writing a narrative that engages the reader, establishes context and point of view, introduces a narrator and/or characters, and organizes a logical sequence of events • Support students' analysis and evaluation of a speaker's point of view, reasoning, and use of evidence	

Social Studies Content-Specific Examples

Essential Practice Examples	This practice aligns with the C3 Framework, especially Dimension 3: Evaluating Sources and Using Evidence and Dimension 4: Communicating Conclusions and Taking Informed Action.	Leap Seminar Examples	LEAP seminars support teachers in engaging their students in inquiry-centered learning experiences that promote student ownership of learning.
For example, students: • Construct compelling and supporting questions to guide their inquiry • Gather credible, relevant information from a wide variety of sources to build knowledge in an inquiry • Evaluate the credibility of sources by considering their origin, authority, structure, context, and corroborative value • Analyze evidence that supports a claim and determine the strengths and limitations of claims and counterclaims • Construct and present arguments and explanations in a variety of ways (e.g., essays, debates, speeches, paideia seminars, reports, digital platforms) • Critique the credibility of arguments and the structure of explanations • Analyze how specific civic problems can manifest on the local, regional, and global level • Assess their individual and collective capacities to take action and address problems on the local, regional, and global level		LEAP seminars feature the following core instructional practices: • Provide students with opportunities to employ evidence from sources and artifacts to explain concepts to themselves and their peers • Prompt students to explain evidence gathered from historical sources which they have sourced, contextualized and corroborated with other sources • Prepare students to present information, findings, and arguments in a clear, organized, and coherent manner	

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Mathematics Content-Specific Examples

Essential Practice Examples

This practice aligns with the Standards for Mathematical Practice and Instructional Practice Guide (IPG) 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.

For example, students:

- Make sense of problems and persevere in solving them (e.g., analyze givens, constraints, relationships, and goals and change course if necessary in order to solve complex problems)
- Reason abstractly and quantitatively (e.g., both decontextualize problems by representing them symbolically and contextualize problems by attending to the meaning of symbols)
- Construct viable mathematical arguments (e.g., make logical conjectures, justify conclusions, and respond to the arguments of others)
- Model with mathematics (e.g., apply mathematics to solve real-world problems)
- Use appropriate tools strategically (e.g., use technological tools to explore and deepen understanding of concepts)
- Attend to precision (e.g., provide carefully formulated explanations, examine claims, and make explicit use of definitions)
- Look for and make sense of mathematical structure (e.g., discern patterns)
- Look for and express regularity in repeated reasoning (e.g., notice if calculations are repeated and look both for general methods and for problem-solving efficiencies)

Leap Seminar Examples

LEAP seminars support teachers in planning and implementing instruction that engages students in meaningful cognitive work and that moves them toward higher-level understanding of complex mathematical concepts.

K–8 LEAP seminars feature the following core instructional practices:

- Support students in exploring tasks without taking over student thinking
- Allocate substantial instructional time for students to use, discuss, and make connections among representations
- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches in written responses

Grade 9–12 LEAP seminars feature the following core instructional practices:

- Pose tasks on a regular basis that require a high level of cognitive demand
- Support students in exploring tasks without taking over student thinking
- Encourage the use of different representations, including words, diagrams/graphs, algebraic representations, and tables, that support students in explaining their thinking and reasoning as well as making connections among representations

Science Content-Specific Examples

Essential Practice Examples

This practice aligns with the Next Generation Science Standards (NGSS) Science and Engineering Practices.

For example, students:

- Ask questions and define problems (e.g., ask questions that arise from careful observation of phenomena, models, or unexpected results to clarify and/or see additional information)
- Develop and use models (e.g., use and/or develop a model to predict and/or describe phenomena)
- Plan and carry out investigations (e.g., identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and what data is needed to support a claim)
- Analyze and interpret data (e.g., construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and non-linear relationships)
- Use mathematics and computational thinking (e.g., use mathematical representation to describe and/or support scientific conclusions and design solutions)
- Construct explanations (for science) and design solutions (for engineering) (e.g., optimizing performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing)
- Engage in argument from evidence (e.g., compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretation of facts)
- Obtain, evaluate, and communicate information (e.g., evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts)

Leap Seminar Examples

LEAP seminars support teachers in engaging their students in the Science and Engineering Practices as a primary mode of instruction.

LEAP seminars feature the following core instructional practices:

- Structure investigative tasks with appropriate levels of independence (i.e., level of inquiry), support, and challenge
- Use curricular and scientific texts to support students in gathering and evaluating evidence to craft precise claims
- Challenge students to develop and use scientific models to explain natural and designed systems

8 9 10

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 about the depth of understanding for a range of students in order to gauge their learning progress. **Students understand how what they are learning and doing fits into a larger learning progression and/or unit of study.**	The teacher consistently **tailors** effective supports and extensions to **individual student responses.***
	For example, the students: • Are aware of the learning goals and/or essential questions of the unit and can explain them in their own words • Can explain how the content and/or skill they are working on will set them up for success • Reflect on their learning progress *See also examples from Level 3*	For example, the teacher: • Actively listens in order to modify or individualize instruction in real time based on student responses • Accurately summarizes students' thinking without paraphrasing partially incorrect responses as correct • Follows students' thought processes to uncover and respond to mis/understanding(s) • Guides students in analysis of their own work and/or the work of their peers • Uses students' own words and ideas when providing supports and extensions *See also examples from Level 3*
LEVEL 3	The teacher **consistently** gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.	The teacher **consistently** responds to evidence of student understanding by providing effective supports, extensions, or both.*
	For example, the teacher: • Collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning progress is impeded • Checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class) • Monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, white boards)	For example, the teacher: • Provides appropriate scaffolds (e.g., assists students in identifying errors, deconstructs concepts into smaller components, offers cues to redirect student thinking) or re-teaches as necessary without reducing the overall rigor of the content • Provides opportunities for students to extend their understanding by providing additional supporting evidence for a claim or through application to additional contexts
LEVEL 2	The teacher **inconsistently** gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.	The teacher **inconsistently** responds to evidence of student understanding by providing effective supports, extensions, or both.*
	For example, the teacher: • Generally collects evidence, but does not have sufficient information to inform instructional decision making • Uses strategies that gather evidence of student understanding, but these strategies are sometimes not effective or necessary • Checks with samples of students, but the samples are not representative (e.g., predominately volunteers or the same students) • Monitors some student progress toward the objective during individual or group work, but misses key evidence	For example, the teacher: • Provides some effective supports or extensions, but others are not useful • Provides some scaffolds that unnecessarily reduce the rigor of the content • Misses key opportunities to support and/or extend learning • Provides supports and/or extensions to a subset of students, but not to all those who would benefit
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the teacher: • Rarely or never checks for student understanding • Inappropriately calls only on the same subset of students	For example, the teacher: • Rarely or never provides supports or extensions

**In certain instructional situations such as an inquiry lesson, a teacher might not offer an immediate intervention as students grapple with content. In such circumstances, evaluators should assess degree of support by considering whether this approach promotes greater understanding of the content.*

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

English Language Arts Content-Specific Examples

Leap Seminar Examples

LEAP seminars address multiple ways teachers can monitor and assess a student's literacy proficiency.

K–5 LEAP seminars feature the following core instructional practices:

- Collect and use data from students' word analysis strengths and areas of growth to drive instruction (3–5)
- Collect and analyze data using running records to plan responsive small group instruction
- Conference with students to provide ongoing and targeted feedback so students can improve their writing

Grade 6–12 LEAP seminars feature the following core instructional practices:

- Establish structures to provide effective feedback to students as they develop and strengthen writing (as needed) by revising, editing, rewriting, or trying a new approach
- Establish systems and structures of monitoring collaborative conversations and for sharing explicit feedback with students to strengthen their point of view, reasoning, use evidence, and/or rhetoric
- Provide a variety of scaffolds to support students' use of academic language and textual evidence during collaborative conversations

Mathematics Content-Specific Examples

Leap Seminar Examples

LEAP seminars address multiple ways teachers can monitor and assess a student's proficiency with mathematics standards and practices.

K–8 LEAP seminars feature the following core instructional practices:

- Elicit and gather evidence of student understanding at strategic points during the lesson
- Make in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend learning
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems
- Anticipate what students might struggle with during a lesson and be prepared to support them productively through the struggle

Grade 9–12 LEAP seminars feature the following core instructional practices:

- Regularly monitor student progress toward the learning goal and provide scaffolds and extensions when appropriate
- Elicit and gather evidence of student understanding during strategic points in the instruction
- Ask students to explain and justify their solutions — placing value on the explanation and reasoning and the solution
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems

Social Studies Content-Specific Examples

Leap Seminar Examples

LEAP seminars address multiple ways teachers can monitor and assess student understanding of social studies concepts and skills.

LEAP seminars feature the following core instructional practice:

- Evaluate student progress toward mastery of DCPS social studies curriculum power standards

Science Content-Specific Examples

Leap Seminar Examples

LEAP seminars address multiple ways teachers can monitor and assess student understanding of scientific concepts and skills.

LEAP seminars feature the following core instructional practices:

- Measure student progress toward mastery of NGSS
- Incorporate student evaluation of their learning in the formative and summative assessment processes

LLF LEAP LEADERSHIP FRAMEWORK

What is the LEAP Leadership Framework?

The LEAP Leadership Framework (LLF) is a rubric that outlines the actions LEAP Leaders take to successfully lead LEAP Teams. There are seven standards of the LLF:

- LLF 1: Foster a Positive LEAP Team Culture
- LLF 2: Plan for Purposeful LEAP Seminars
- LLF 3: Facilitate Purposeful LEAP Seminars
- LLF 4: Plan for Meaningful Coaching Conversations
- LLF 5: Facilitate Meaningful Coaching Conversations
- LLF 6: Drive Improvements in Teacher Practice
- LLF 7: Implement LEAP with Fidelity

The rubric also describes best practices and provides examples aligned to each of the LEAP Leadership Framework standards.

Why do we need the LEAP Leadership Framework (LLF)?

The LEAP Leadership Framework supports LEAP Leaders' development by highlighting the core elements of the work for which all LEAP Leaders are responsible and providing a common language for describing and giving feedback on LEAP Leadership best practices.

Who developed the LEAP Leadership Framework (LLF)?

LEAP Leaders, school leaders, staff from the DCPS Central Office, and many others participated in the development of the LLF. The LLF is designed to reflect the unique LEAP Leader role as well as research-based best practices for facilitating adult learning. Some of the sources consulted include:

- *Coherence Map* (Student Achievement Partners)
- *Learning Team Cycle of Continuous Improvement* (Crow and Hirsh)
- *Leverage Leadership* (Bambrick-Santoyo)
- *Realizing the Power of Professional Learning* (Timperley)
- *Teaching Adults Revisited: Active Learning for Early Childhood Educators* (NAEYC)
- *Text-Dependent Questions: Pathways to Close and Critical Reading* (Fisher and Frey)
- *FVER Rubric* (Leading Educators)

SAMPLE SCORE CHART

LEAP LEADERSHP FRAMEWORK STANDARDS (LLF)

LEAP LEADERSHIP FRAMEWORK STANDARDS (LLF)	CYCLE 1	CYCLE 3	OVERALL *(Average of Cycles)*
LLF 1: Foster a Positive LEAP Team Culture	4.0	4.0	
LLF 2: Plan for Purposeful LEAP Seminars*	4.0	4.0	
LLF 3: Facilitate Purposeful LEAP Seminars*	3.0	4.0	
LLF 4: Plan for Meaningful Coaching Conversations*	3.0	3.0	
LLF 5: Facilitate Meaningful Coaching Conversations*	4.0	4.0	
LLF 6: Drive Improvements in Teacher Practice	3.0	3.0	
LLF 7: Implement LEAP with Fidelity	4.0	4.0	
LLF SCORE *(Average of LLF 1 to LLF 7)*	3.57	3.71	3.64

**This standard should be scored as "Not Applicable" if the LEAP Leader does not have responsibilities in this area.*

How will I be assessed on the LEAP Leadership Framework (LLF)?

Your school leader will holistically gather evidence of your LEAP Leadership in a variety of ways over the course of each IMPACT cycle (e.g., teacher and student artifacts) and will observe your LEAP Leadership at least twice each cycle. For example your school leader may observe you facilitating a LEAP Seminar, conducting a mini-observation, leading a debrief, modeling a teaching strategy, or co-planning a lesson.

Using the evidence gathered over the course of each IMPACT cycle, your school leader will assess which level (4, 3, 2, 1) provides the best description of your LEAP Leadership practice for each applicable standard of the LLF. Standard scores will then be averaged together to form an overall LLF score for the cycle.

How will I receive feedback based on my LEAP Leadership Framework assessment?

Your school leader will meet with you each IMPACT cycle to discuss your practice, highlight successful elements of your LEAP Leadership, and suggest next steps for professional growth. You will also receive written feedback in an LLF report, which can be viewed in the IMPACT database at impactdcps.dc.gov.

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

How will I be assessed on the LEAP Leadership Framework (LLF) if I am a LEAP Leader at two schools?

Teacher LEAP Leaders who are shared between two schools will receive an LLF assessment from each school leader by the end of Cycle 1 and the end of Cycle 3. These scores will be averaged together to produce a final LLF score for each IMPACT cycle.

IMPACT Cycle dates are listed in the ***IMPACT Annual Reference Guide.***

If I have additional questions about the LEAP Leadership Framework (LLF), whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

LLF 1 FOSTER A POSITIVE LEAP TEAM CULTURE*

LEVEL 4 (HIGHEST)	LEVEL 3
LEAP Team teachers demonstrate ownership of and investment in their own and peers' professional learning.	LEAP Leader demonstrates positive rapport with the LEAP Team, **and** teachers are **consistently** engaged in seminars/debriefs.
For example, the LEAP Team teachers: *Level 3 examples AND* ■ *At times lead portions of seminar discussion and/or student work analysis* ■ *Are supportive of one another and positively reinforce risk-taking, vulnerability, and problem solving* ■ *Review observation notes in advance of debriefs and reflect on practice* ■ *Own the norms and hold one another accountable to them* ■ *Seek out support from fellow teachers, as needed and appropriate* ■ *Proactively share resources (e.g., strategies, student tasks)* ■ *Model humility and a culture of feedback*	*For example, the LEAP Leader:* ■ *Demonstrates trust, vulnerability, and growth mindset with LEAP Team teachers* ■ *Holds equitably high expectations for students and teachers* ■ *Demonstrates interest and investment in LEAP Team teachers as individuals* ■ *Leverages the expertise in the room, utilizing other teachers and colleagues to problem solve and provide support* ■ *Prioritizes time and space for LEAP Team teachers to build relationships by allotting time for personal and professional updates/success stories during and outside of seminars* ■ *Leads a fully inclusive team community of general education, SPED, and EL teachers by including all LEAP Team teachers in seminar components, discussions, and activities* ■ *Invites disengaged teachers back in to seminars and debriefs, as applicable*
	For example, the LEAP Team teachers: ■ *Offer relevant and insightful questions, comments, and solutions* ■ *Actively listen to each other and promote equity of voice by contributing to discussions and asking probing questions of one another* ■ *Complete specified deliverables in seminars/debriefs* ■ *Maintain focus on LEAP activities/tasks designed to promote student learning* ■ *Share instructional resources upon request* ■ *Co-create and maintain LEAP Team norms*

**Because team culture develops and evolves over the course of the year, evaluators may consider time of year when gathering evidence of positive team culture (e.g., first or second semester).*

LEVEL 2	LEVEL 1 (LOWEST)
LEAP Leader **demonstrates positive rapport with** the LEAP Team, **but** teachers are **inconsistently** engaged in seminars/debriefs.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Demonstrates trust, vulnerability, and growth mindset with LEAP Team teachers* ■ *Holds equitably high expectations for students and teachers* ■ *Demonstrates interest and investment in LEAP Team teachers as individuals* ■ *Leverages the expertise in the room, utilizing other teachers and colleagues to problem solve and provide support* ■ *Prioritizes time and space for LEAP Team teachers to build relationships by allotting time for personal and professional updates/success stories during and outside of seminars* ■ *Leads a fully inclusive team community of general education, SPED, and EL teachers by including all LEAP Team teachers in seminar components, discussions, and activities* ■ *Invites disengaged teachers back in to seminars and debriefs, as applicable*	*For example, the LEAP Leader:* ■ *Demonstrates negative rapport with LEAP Team teachers*
For example, the LEAP Team teachers: ■ *Offer relevant and insightful questions, comments, and solutions* ■ *Actively listen to each other and promote equity of voice by contributing to discussions and asking probing questions of one another* ■ *Complete specified deliverables in seminars/debriefs* ■ *Maintain focus on LEAP activities/tasks designed to promote student learning* ■ *Share instructional resources upon request* ■ *Co-create and maintain LEAP Team norms*	*For example, the LEAP Team teachers:* ■ *Are rarely or never engaged in seminars/debriefs*

LLF 2 PLAN FOR PURPOSEFUL LEAP SEMINARS

LEVEL 4 (HIGHEST)	LEVEL 3
LEAP Leader differentiates seminar content and/or activities to meet the needs of individual LEAP Team teachers.	LEAP Leader prepares for the seminar by internalizing the content and plans **challenging seminars with clear outcomes tailored to the needs** of the LEAP Team.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Tailors the seminar to a teacher's skill level and/or learning style* ■ *Conducts artifact analysis to identify individual teacher needs* ■ *Adapts seminar content and delivery to address misconceptions of individual teachers* ■ *Modifies tasks and activities to promote planning and practice around areas of need*	*For example, the LEAP Leader:* ■ *Reviews the seminar content such that he/she can deliver content fluently* ■ *Prepares materials (e.g., handouts, anchor charts, PowerPoints) in advance* ■ *Anticipates teachers' misconceptions and plans to address them* ■ *Strategically leverages the specialized instruction (SPED, EL) resources when planning for LEAP Seminars* ■ *Collects and analyzes teacher artifacts and student work to inform seminar outcomes (e.g., consistently utilizes DCPS Planning Protocols [i.e., Weekly Data Meetings, Weekly Planning Meetings, Unit Planning] related to reviewing student work to support teachers in identifying gaps and planning strategies for reteaching)* ■ *Strategically incorporates a broad range of data (e.g., academic, attendance, SEL, classroom environment) to promote a holistic discussion aligned to an anti-racist, whole-child approach*

LEVEL 2	LEVEL 1 (LOWEST)
LEAP Leader prepares for the seminar by internalizing the content, but seminar outcomes are **not challenging, unclear, and/or misaligned** to the needs of the LEAP Team.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Reviews the seminar content such that he/she can deliver content fluently* ■ *Prepares materials (e.g., handouts, anchor charts, PowerPoints) in advance* ■ *Provides seminar outcomes that are too easy or too difficult for the LEAP Team* ■ *Does not account for the needs of specialized instruction teachers when planning seminars* ■ *Does not tailor provided seminar outcomes to identified teacher needs*	*For example, the LEAP Leader:* ■ *Rarely or never prepares materials in advance* ■ *Reads seminar plan scripts verbatim*

LLF 3 FACILITATE PURPOSEFUL LEAP SEMINARS

LEVEL 4 (HIGHEST)

LEAP Seminars are well-facilitated and teachers consistently **spend the majority of the time** doing meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.

For example, the LEAP Seminar:

- *Includes opportunities for feedback during the application portion of the seminar*
- *Encourages participation so the conversation is balanced, diverse, and inclusive*
- *Connects agenda items to seminar outcomes*
- *Thoughtfully addresses needs and priorities of SPED and EL teachers, as applicable*
- *Includes observable, sequential directions, clear and concise explanations, and/or emphasizes key points*
- *Includes opportunities for teachers to engage in student work analysis in which a whole-child lens (not academics or behavior in isolation) is maintained, data by subgroup is disaggregated, and the role of adult beliefs and actions is analyzed for its effect on student experience*
- *Includes regular checks for understanding to assess teachers' progress*
- *Supports shared learning with and among teachers*
- *Features mostly open-ended, non-rhetorical questions to deepen awareness and create new insight, includes think time, listens actively, and probes to follow up*

LEVEL 3

LEAP Seminars are **well-facilitated** and include **sufficient** opportunities for teachers to do meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.

For example, the LEAP Seminar:

- *Includes opportunities for feedback during the application portion of the seminar*
- *Encourages participation so the conversation is balanced, diverse, and inclusive*
- *Connects agenda items to seminar outcomes*
- *Thoughtfully addresses needs and priorities of SPED and EL teachers, as applicable*
- *Includes observable, sequential directions, clear and concise explanations, and/or emphasizes key points*
- *Utilizes DCPS Planning Protocols (i.e., Weekly Data Meetings, Weekly Planning Meetings, Unit Planning) to include opportunities for teachers to engage in student work analysis in which a whole-child lens (not academics or behavior in isolation) is maintained, data by subgroup is disaggregated, and the role of adult beliefs and actions is analyzed for its effect on student experience*
- *Includes regular checks for understanding to assess teachers' progress*
- *Supports shared learning with and among teachers*
- *Features mostly open-ended, non-rhetorical questions to deepen awareness and create new insight, includes think time, listens actively, and probes to follow up*
- *Prioritizes seminar structure as a space for reflective cycles of teaching and learning (e.g., features several opportunities for feedback and collaboration among participants)*

LEVEL 2	LEVEL 1 (LOWEST)
Some aspects of LEAP Seminars are **not well-facilitated** and/or seminars include **insufficient** opportunities for teachers to do meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Provides few opportunities for teachers to discuss the content* ■ *Does not effectively pace seminars* ■ *Facilitates conversations in which some teachers participate less often than others* ■ *Provides confusing/overly-complicated directions and does not highlight key points* ■ *Misses opportunities to be inclusive of SPED and EL teachers* ■ *Conducts too few checks for understanding or does not adjust facilitation in response to misunderstanding* ■ *Asks mostly closed-ended questions and/or provides insufficient think time*	*For example, the LEAP Leader:* ■ *Does not provide opportunities for planning/practice* ■ *Does not include opportunities for teachers to discuss the content* ■ *Reads the seminar script verbatim*

LLF LEAP LEADERSHIP FRAMEWORK

	LEVEL 4 (HIGHEST)	LEVEL 3
LLF 4	**PLAN FOR MEANINGFUL COACHING CONVERSATIONS**	
	LEAP Leader explicitly connects feedback and action steps to a larger, long-term arc of professional learning.	LEAP Leader uses **data* to assess teachers' coaching needs** and effectively plans for application of **high-leverage action steps.**
	For example, the LEAP Leader: *Level 3 examples AND* ■ *Connects action steps/priorities to prior feedback/ suggestions for improvement* ■ *Provides specific action steps/priorities that are relevant to both upcoming lessons and long-term planning* ■ *Establishes purpose for action steps/priorities by explaining how they promote progress toward larger goals*	*For example, the LEAP Leader:* ■ *Prepares action steps/priorities for teachers aligned to data gathered from LEAP sessions or other coaching touchpoints* ■ *Plans probing questions and/or prompts that promote teachers' reflection* ■ *Strategically chooses artifacts from the observation to prompt reflection* ■ *Analyzes teacher practice data and uses data to inform action steps/priorities (e.g., if data analyzed is student work, the LEAP Leader analyzes specifically for student groups that are a focus area for their school)* ■ *Identifies appropriately granular instructional adjustments* ■ *Uses knowledge of best practices for SPED and EL teachers (e.g., co-teaching) to create appropriate action steps/priorities*
LLF 5	**FACILITATE MEANINGFUL COACHING CONVERSATIONS**	
	LEAP Leader meets teachers where they are and empowers them with appropriate ownership of the debrief.	LEAP Leader consistently provides meaningful coaching support and teachers **spend the majority of the time** engaged in planning/ practice.
	For example, the LEAP Leader: *Level 3 examples AND* ■ *Provides either facilitative or directive coaching aligned to teacher needs and grounded in student data* ■ *Provides teachers with frequent opportunities to reflect on their own practice* ■ *Reinforces growth mindset when delivering constructive feedback*	*For example, the LEAP Leader:* ■ *Efficiently highlights teacher and student actions that are going well* ■ *Asks probing questions to support teachers in identifying appropriate action steps/priorities* ■ *Analyzes lessons and student work with teachers to identify areas for improvement (e.g., consistently utilizes Weekly Data and/or Planning Meeting protocols such as "See It, Name It, Do It" during coaching conversations to support teachers in identifying gaps and planning strategies for reteaching)* ■ *Provides feedback on lesson plans/planning done during the debrief* ■ *Provides feedback on teacher's practice of upcoming lessons from the coach and/or student perspective* ■ *Facilitates joint meetings with general education teacher and SPED and EL teachers to align action steps/priorities or, if joint meetings are not possible, prioritizes discussion of action steps for SPED and EL student populations with general education teacher*

**LEAP Leaders may use a variety of data to assess teacher needs, including observation notes, lesson plans, student work, and other formative assessment data.*

LEVEL 2	LEVEL 1 (LOWEST)
LEAP Leader identifies action steps for teachers **but they are not high-leverage** because they are overly general and/or misaligned to teacher need.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Sets action steps/priorities without considering teacher practice data or without considering data in a meaningful way (e.g., only reviewing student work samples generally but not considering performance specifically for student groups that are a focus area for their school)* ■ *Uses action steps/priorities verbatim from the seminar* ■ *Provides action steps/priorities misaligned to teacher needs such that they are too easy or too difficult for teachers to implement*	*For example, the LEAP Leader:* ■ *Does not set clear learning outcomes for debriefs* ■ *Does not provide action steps/priorities for teachers*
LEAP Leader consistently provides **coaching support** but **insufficient time** (i.e., less than 50%) is spent on planning/practice.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Efficiently highlights teacher and student actions that are going well* ■ *Asks probing questions to support teachers in identifying appropriate action steps/priorities* ■ *Analyzes lessons and student work with teachers to identify areas for improvement* ■ *Provides feedback on lesson plans/planning done during the debrief* ■ *Provides feedback on teacher's practice of upcoming lessons from the coach and/or student perspective* ■ *Facilitates joint meetings with general education teacher and SPED and EL teachers to align action steps/priorities*	*For example, the LEAP Leader:* ■ *Is unresponsive to teacher needs* ■ *Spends too much time (i.e., more than 50%) on praise, process, and prioritize when facilitating coaching conversations*

LLF LEAP LEADERSHIP FRAMEWORK

LEVEL 4 (HIGHEST)	LEVEL 3
LLF 6 DRIVE IMPROVEMENTS IN TEACHER PRACTICE*	
All or almost all LEAP Team teachers' practice **significantly** improves as a result of their learning through LEAP.	**All or almost all** LEAP Team teachers' practice improves as a result of their learning through LEAP.
For example, the LEAP Team teachers: *Level 3 examples AND* ■ *Achieve excellence with LEAP seminar Look Fors* ■ *Consider student work and LEAP Leader's feedback when crafting lessons (e.g., reflect on trends and time spent naming the gap to plan intentionally for reteaching)* ■ *Foster students' interest in the content* ■ *Plan student-centered, inquiry-based learning experiences* ■ *Effectively co-plan with LEAP team teachers, including those of different specialties or grades (e.g., SPED, EL)*	*For example, the LEAP Team teachers:* ■ *Achieve the LEAP seminar Look Fors* ■ *Embed skills and strategies learned through LEAP in upcoming lessons/lesson plans/reteach plans* ■ *Adjust lesson plans to meet the needs of diverse learners, including SPED and EL students* ■ *Develop lessons that address identified student misconceptions uncovered during coaching touchpoints such as Weekly Data or Planning Meetings* ■ *Collect and analyze student work samples indicative of improved student learning* ■ *Complete tasks and activities in seminars and debriefs indicative of improved content pedagogy knowledge/skill* ■ *Skillfully facilitate student discourse* ■ *Improve student work analysis skills across a broad range of data (e.g., academic, attendance, SEL, classroom environment)*
LLF 7 IMPLEMENT LEAP WITH FIDELITY	
LEAP Leader consistently provides appropriate documentation in the LEAP Platform.	LEAP Leader **consistently** implements LEAP model components (e.g., LEAP Seminars, observations, coaching touchpoints) with the expected frequency** and content focus.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Tracks seminar attendance, content focus, and date* ■ *Records and shares observation notes* ■ *Electronically shares action steps* ■ *Notes type and frequency of additional coaching touchpoints*	*For example, the LEAP Leader:* ■ *Leads seminars and debriefs with appropriate frequency, per the guidance of DCPS Central Office and other instructional leaders* ■ *Attends professional learning opportunities offered by DCPS Central Office* ■ *Delivers content-aligned seminars and debriefs* ■ *Supports all LEAP Team teachers, including SPED and EL teachers* ■ *Utilizes DCPS LEAP protocols for unit planning and analysis of student work and responsive planning*

**Evaluators may assess improvements to teacher practice using a variety of data sources including, but not limited to, informal observations, student work analysis, formative assessments, and teacher artifacts such as unit plans.*

***Expected frequency may be differentiated per teacher need and as agreed upon by the principal and LEAP Leader.*

LEVEL 2	LEVEL 1 (LOWEST)
Most LEAP Team teachers' practice improves as a result of their learning through LEAP.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Team teachers: ■ *Achieve the LEAP seminar Look Fors* ■ *Embed skills and strategies learned through LEAP in upcoming lessons/lesson plans* ■ *Adjust lesson plans to meet the needs of diverse learners, including SPED and EL students* ■ *Develop lessons that address identified student misconceptions* ■ *Collect and analyze student work samples indicative of improved student learning* ■ *Complete tasks and activities in seminars and debriefs indicative of improved content pedagogy knowledge/skill* ■ *Skillfully facilitate student discourse* ■ *Improve student work analysis skills*	*For example, fewer than half of the LEAP Team teachers:* ■ *Improve practice as a result of participation in LEAP*
LEAP Leader **inconsistently** implements LEAP model components (e.g., LEAP Seminars, observations, coaching touchpoints) with the expected frequency** and content focus.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Leads seminars and debriefs with appropriate frequency, per the guidance of DCPS Central Office and other instructional leaders* ■ *Attends professional learning opportunities offered by DCPS Central Office* ■ *Delivers content-aligned seminars and debriefs* ■ *Supports all LEAP Team teachers, including SPED and EL teachers*	*For example, the LEAP Leader:* ■ *Does not implement one or more of the components of the LEAP cycle* ■ *Fails to document required data points in the LEAP Platform*

IVA INDIVIDUAL VALUE-ADDED STUDENT ACHIEVEMENT DATA

What is IVA?

Students start the year at different achievement levels, and they all experience different factors inside and outside the classroom that affect how they learn; IVA is a way of accounting for these differences. IVA helps us estimate the teacher's impact on student learning as opposed to the impact of other factors, such as students' prior achievement level, the resources they have at home, any learning disabilities they may have, or their classroom composition.

How many years of IVA data is my IVA component score based on?

Your IVA component score will be calculated using the average of your current year IVA result and your prior year IVA result. The prior year IVA result can be from the immediate year prior, or if no IVA result exists for that year, the year before that. While Group 1 and 1a teachers will receive IVA results each year, the IVA component score will only be included as part of their final IMPACT score evaluation once two years of data is available. This means first-year Group 1 or 1a teachers will not have an IVA component score within their final IMPACT score, although they will receive feedback in the form of their current year IVA result.

How is my current year IVA result calculated?

There are six steps in calculating IVA:

Step 1: Teachers confirm their student rosters.

Step 2: Statisticians determine the predicted DC CAPE scale score for each student, based on factors such as the student's prior achievement, socio-economic status, and Special Education identification.

Step 3: Statisticians determine the difference between the predicted DC CAPE scale score and the actual DC CAPE scale score for each student.

Step 4: The difference in all students' predicted and actual DC CAPE scale scores is averaged for each teacher to generate their raw IVA data.

Step 5: Raw IVA data is normed across the various DC CAPE tests and is then translated to the IMPACT scale to create the current year IVA result.

Step 6: The current year IVA result is averaged with the prior year IVA result to generate an IVA component score.

For which teachers can a current year IVA result be calculated?

To generate an IVA result for the current year, we need both previous year and current year DC CAPE scores for at least 15 of a teacher's students. This DC CAPE data is available for teachers whose instruction relates to the ELA or Math DC CAPE assessments for grades four to ten.

Why do we use the DC CAPE for IVA?

The DC CAPE is aligned to the Common Core State Standards, administered securely, and is standardized, meaning it is the same for all students in a given grade level. Though the DC CAPE does not capture everything taught in DCPS schools, it is a reliable and valid measure of students' mastery of essential ELA and math skills.

Are DC CAPE proficiency levels used to calculate IVA?

The DC CAPE proficiency levels are not used to calculate IVA. Scores on the DC CAPE are reported on a 650–850 point scale, and these are what are used to calculate growth. Doing so allows teachers to receive credit for their students' progress whether or not their students move between proficiency levels from one year to the next.

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

THE CHILDREN
THE TRUTH
The arts make us smarter

SSP STUDENT SURVEYS OF PRACTICE

What are student surveys?

Student surveys are research-based tools that capture and value the unique perspectives of our most important stakeholders — our students. In addition, the survey results provide teachers with specific, actionable feedback to inform their instruction.

What types of questions are included in the survey?

Students are asked the extent to which they agree with statements like: "When explaining new skills or ideas in class, my teacher tells us about common mistakes that students might make," and "My teacher has us apply what we are learning to real-life situations." There are two versions of the survey, one for elementary school students and another for secondary students.

How often are the student surveys administered?

Student surveys are administered once each school year; this administration is split into two parts for teachers who request or require two classes to survey.

How is the surveyed class selected?

Prior to student survey administration, teachers verify the classes and students they teach. At that time, teachers may opt to have one or two classes surveyed and (for teachers with four or more classes) drop an otherwise eligible class.* From the list of confirmed eligible classes, the IMPACT team randomly assigns a class(es) to take the survey.

How will surveys be administered and when will I receive my results?

The student surveys are administered online. You will be able to see your student survey results via your IMPACT dashboard at http://impactdcps.dc.gov in the early spring.

How will my student survey score be calculated?

After your students take the survey, their scores will be averaged together. Because the questions on the survey are on a different scale, your survey score will be translated to the IMPACT scale of 4.0 (highest) to 1.0 (lowest).

What happens if I do not meet the minimum participation requirements?

Teachers who do not meet the 12-student participation requirement in Window 1 will be required to survey in Window 2. Teachers who do not meet the 12-student participation requirement may earn a "1" as their final component score if it was determined that they had sufficient numbers of students enrolled in their courses across both windows and that there were no extenuating circumstances that prohibited survey administration.

Teachers may also earn a score of "1" on their Student Surveys of Practice component if their response data is fraudulent or there is evidence of student survey tickets being used inappropriately.

**In cases where teachers have only one class of 12 or greater, a teacher's largest class may not be dropped.*

If I have additional questions about student surveys, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

Pool Rules

Liter

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 DC CAPE.

What assessments can I use?

Assessments must be rigorous, aligned to the Common Core State Standards or other appropriate content standards, and approved by your school administration. Please see your TAS guidance document (there is one for each content area) for resources on commonly used assessments and assessments that cannot be used for TAS.

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 DC CAPE 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. School leaders must approve all assessments, targets, and 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.

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.

Where can I find out more about TAS?

TAS resources, including a webinar, guidance documents, FAQs, goal tracking spreadsheets and more, can be found linked on your IMPACT dashboard (impactdcps.dc.gov) and on Canvas.

IMPACT Cycle dates are listed in the ***IMPACT Annual Reference Guide.***

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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 1.25 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 year 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 vendor scoring guidance, if applicable, for each assessment they have chosen to determine how many levels equate 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.

LEVEL 2	LEVEL 1 (LOWEST)
Student scores on teacher assessments indicate, on average, **some** learning, such as at least 0.75 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, **little** learning, such as less than 0.75 years of growth*; assessments used are not **approved** by the administration; or scores reported are not **validated** by the administration.

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; 3) your efforts to promote high academic and behavioral expectations; 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 every staff member in the building plays a critical role in ensuring the success of all students.

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. Given that each school has its own unique community, please reach out to your school leader to request your school's specific CSC rubric.

At the end of each cycle, you can view your 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

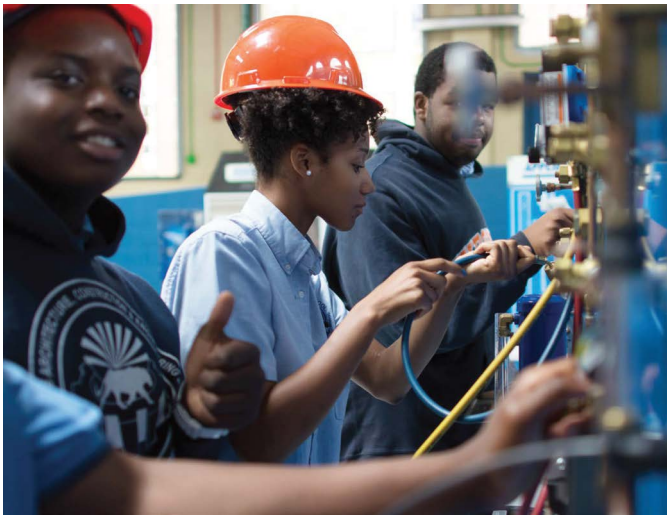
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 2	OVERALL *(Average of Cycles)*
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	3.0	4.0	
CSC 5: Instructional Collaboration	3.0	3.0	
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.40	3.60	3.50

IMPACT Cycle dates are listed in the ***IMPACT Annual Reference Guide.***

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 impact.dcps@k12.dc.gov.



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 OR by exceptional contribution in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local initiatives include: increased student attendance rate, suspension rate reduction, use of inquiry-based lessons, and school-wide behavioral supports or programs.	
CSC 2	**SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS***	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help Special Education and English Language Learner programs, the school's Student Support team, and all students with 504 plans succeed and/or by exceptional contribution in support of these programs and students.	Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
	Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collaborating with special education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supporting the attainment of language objectives, and participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data).	
CSC 3	**HIGH EXPECTATIONS**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by exceptional contribution toward 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 DCPS grading policy; and emphasizing pride in self, school, and community.	

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

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

CSC COMMITMENT TO THE SCHOOL COMMUNITY

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

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.

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 you two times during the year according to the rubric at the conclusion of this section.

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 receive a Core Professionalism rating of Meets Standard in Cycle 1 and Cycle 2 (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.

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. This is the case in the sample rating chart below.

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.

If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your final IMPACT score (e.g., a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 2 will result in a 30 point deduction from your final IMPACT score). A maximum of 40 points can be deducted per year through CP.

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 1	CYCLE 2	OVERALL
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	SLIGHTLY BELOW STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	
CP DEDUCTION	-10	NO DEDUCTION	-10

IMPACT Cycle dates are listed in the ***IMPACT Annual Reference Guide.***

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

Alfabeto de Español
Aa Bb Cc Ch ch
Dd Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Ñ
Qq Rr rr Ss
Vv Ww Xx
seis
six
seven

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).	**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).
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) 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.

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.

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 charts below provide examples for both types of Group 1a teachers: First-year or those who will have only one year of IVA data and will not have an IVA component score yet, and Group 1a teachers who have two years of IVA scores to average for a IVA component score.

SAMPLE SCORE

GROUP 1A TEACHERS WHO DO NOT RECEIVE AN IVA COMPONENT SCORE

These teachers will not receive an IVA component score because they do not have two years of IVA results to average within the past three years.

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Essential Practices (EP)	3.0	x 50 (+25)	= 150.0
Individual Value-Added Student Achievement Data (IVA)	3.4	x 0*	= N/A
LEAP Leadership Framework (LLF)	3.2	x 20	= 64.0
Teacher-Assessed Student Achievement Data (TAS)	3.5	x 10	= 35.0
Student Survey of Practice (SSP)	3.0	x 10	= 30.0
Commitment to the School Community (CSC)	3.3	x 10	= 33.0
Core Professionalism (CP)	Meets Standard	N/A	
TOTAL			**312.0**

GROUP 1A TEACHERS WHO RECEIVE AN IVA COMPONENT SCORE

These teachers will receive an IVA component score because they have two years of IVA results to average over the past three years.

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Essential Practices (EP)	3.0	x 25	= 75.0
Individual Value-Added Student Achievement Data (IVA)**	3.4	x 25	= 85.0
LEAP Leadership Framework (LLF)	3.2	x 20	= 64.0
Teacher-Assessed Student Achievement Data (TAS)	3.5	x 10	= 35.0
Student Survey of Practice (SSP)	3.0	x 10	= 30.0
Commitment to the School Community (CSC)	3.3	x 10	= 33.0
Core Professionalism (CP)	Meets Standard	N/A	
TOTAL			**322.0**

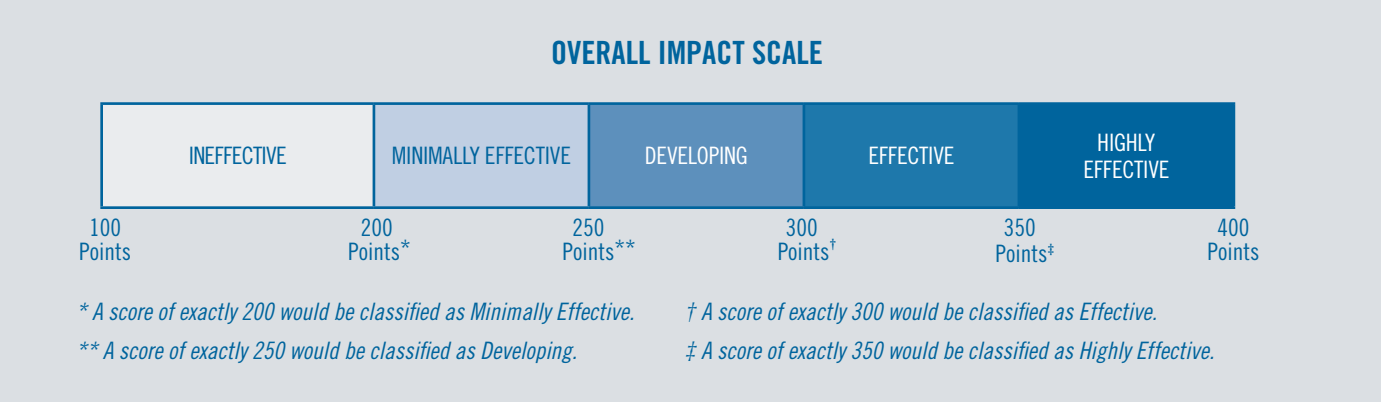
**For Group 1a teachers who do not have two or more years of IVA data to calculate an IVA component score, the weight from IVA (25%) will move to the Essential Practices component.*

***This score is the average of two years of a Group 1a teacher's IVA results.*

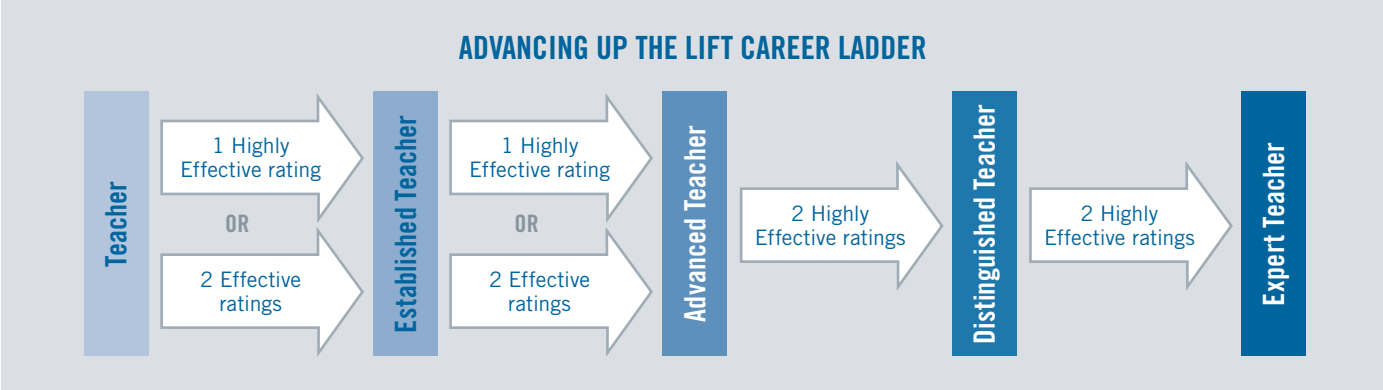
Step 3: We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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.



Step 6: Your final IMPACT rating will determine your advancement up the Leadership Initiative for Teachers (LIFT) ladder as shown below. Once you've entered a particular stage, you will remain there until you earn the requisite consecutive Effective and/or Highly Effective ratings to progress to the next stage. You cannot move backward along the ladder; you can only advance. Refer to the LIFT guidebook on the DCPS website for additional detail.



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

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. 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. All individuals rated as Highly Effective will progress normally on their pay scales.

Effective: This rating signifies solid performance. These individuals 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. If after three years, an individual, regardless of union affiliation or position change, 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. If an individual, regardless of union affiliation or position change, receives two consecutive Minimally Effective ratings, he or she will be subject to separation.

Ineffective: This rating signifies unacceptable performance. Individuals, regardless of union affiliation or position change, who receive this rating for one year will be subject to separation.

No Consequences: This is not a rating. It instead signifies that after review, the final IMPACT score you received will not have any IMPACT related consequences associated with it. Your IMPACT evaluation for this school year will not result in any of the consequences or rewards that may normally be associated with your final IMPACT score; however, in the event your school needs to reduce or excess employees during the following school year, your IMPACT score may be used. For more information on why you did not receive a rating, you can reach out to the IMPACT team.

Note: When an individual transitions to a different IMPACT group, the prior year(s) IMPACT rating(s) will be linked to any subsequent IMPACT ratings for separation determinations.

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 impact.dcps@k12.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 regardless of union affiliation or position change.

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 regardless of union affiliation or position change.

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 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.

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, school librarians, 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 impact.dcps@k12.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.

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 HAVE AN IVA COMPONENT SCORE	YOUR ADD-ON IF YOU ARE IN ONE OF THE CSI SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$10,000	Additional $5,000	Additional $10,000	$25,000
	Low-Poverty	$2,000	Additional $1,000	n/a	$3,000

How do I know my school's poverty level?

Each school's poverty level is listed on the IMPACT*plus* page on Canvas. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

What are the Comprehensive Support and Improvement (CSI) Low Performing schools?

The Office of the State Superintendent of Education (OSSE) determines the Comprehensive Support and Improvement designations based on a school's School Transparency and Reporting (STAR) Framework score. All schools are ranked by their summative index score, calculated by the accountability metrics. The schools that score in the bottom 5% in the city on the STAR Framework as compared to their peers are designated as Comprehensive Support and Improvement (CSI) Low Performing schools, and current designations last for 2 years or until the next round of designations. For more information on CSI schools, please visit OSSE's website at osse.dc.gov/investmentinschools.

Why do teachers in high-poverty and Comprehensive Support and Improvement (CSI) Low Performing schools receive higher bonuses?

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

How do I know if I work in one of the Comprehensive Support and Improvement (CSI) Low Performing schools?

If you are not sure, please ask your administrator or refer to the IMPACT*plus* page on Canvas. You may also contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

How do I know if I will receive an IVA component score and thus am eligible to receive the IVA component score add-on?

Teachers in Group 1 will receive an IVA component score if they receive IVA results in at least two of the last three school years. Such teachers will be eligible for the IVA component score add-on.

Why do teachers who receive an IVA Component score receive higher bonuses?

Teachers in Group 1 and 1a who receive an IVA Component score are unique in that 40% of their IMPACT assessment comes from student achievement data. Given the challenges associated with such a rigorous measure, these teachers are recognized with higher bonuses.

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

Yes. Note that, if you retire before the end of the school year, you will not be eligible for IMPACT*plus.*

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 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 a new entrant to the retirement system OR return to DCPS the following year and be employed by DCPS 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.

If I am on leave at the time of bonus distribution, will I be eligible for the bonus?

Teachers on FMLA leave at the time of bonus distribution will receive the bonus at that time. If you are on a different kind of leave, please consult the IMPACT*plus* page on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or impact.dcps@k12.dc.gov.

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.

Am I required to accept the bonus?

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

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS by the last day of Term 1 in the following school year or retired, DCPS will disburse all bonuses in the following academic year.

Will the bonus be subject to taxes?

Yes.

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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.

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.

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.

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

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 in high-poverty schools will earn significantly larger base salary increases, as outlined on the previous page.

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.

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.

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. 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 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 impact.dcps@k12.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. In fact, DCPS is on the rise because great educators and staff like you support our students in and outside the classroom. The vibrant, dedicated, and diverse adults in our schools drive our achievements, including a rising enrollment rate, improved student achievement, and increased student satisfaction.

While the goals we set for our students and ourselves 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.

Through our collective commitment to excellence and equity, our school leaders, teachers, staff, parents, community partners, and students, we will keep DCPS rising!

NOTES

NOTES

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PUBLIC SCHOOLS

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