Instructional Coach LEAP Leaders

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

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TABLE OF CONTENTS

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.

GROUP 15: OVERVIEW

Who is in Group 15?

Group 15 consists of instructional coach LEAP Leaders.

What are the IMPACT components for members of Group 15?

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

■ **Leadership Framework (LLF)** — This is a measure of your LEAP leadership expertise. This component makes up 65% of your IMPACT score.

■ **Instructional Coach Goals (ICG)** — These are goals for student learning, as evidenced by rigorous assessments. This component makes up 25% 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 15

CSC
10%

ICG
25%

LLF
65%

- ■ LEAP Leadership Framework (LLF)
- ■ Instructional Coach Goals (ICG)
- □ Commitment to the School Community (CSC)

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, co-planning and/or modeling with the teachers on your LEAP Team.

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?

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

Do I qualify for reduced LEAP Leadership Framework (LLF) assessments?

Instructional coaches who have earned a final IMPACT rating of Highly Effective for the last two school years will receive an LLF assessment by the end of Cycle 1. If the score from this assessment is 3.0 or higher, the IMPACT team will notify the Instructional Coach via email after Cycle 1 that she/he will not be receiving a second assessment, unless requested by the Instructional Coach via the IMPACT database at impactdcps.dc.gov.

If the Cycle 1 LLF score is below 3.0, the Instructional Coach will continue on the normal assessment schedule.

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.

	LEVEL 4 (HIGHEST)	**LEVEL 3**

LLF 1 | FOSTER A POSITIVE LEAP TEAM CULTURE*

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*

LEVEL 4 (HIGHEST)	LEVEL 3

LLF 2 | PLAN FOR PURPOSEFUL LEAP SEMINARS

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*

LEVEL 4 (HIGHEST)	LEVEL 3

LLF 3 | FACILITATE PURPOSEFUL LEAP SEMINARS

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.	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*
- *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*

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 that 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*

	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*

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*

What are the Instructional Coach Goals (ICGs)?

ICGs are goals for student learning, as evidenced by rigorous assessments other than the PARCC assessments. Instructional coach LEAP Leaders, in collaboration with others (e.g., school leaders, LEAP Team teachers) set these goals for the students of teachers on their LEAP Team(s).

Why is this one of my IMPACT components?

We believe that an instructional coach LEAP Leader's most important responsibility is to develop the practice of their teachers through LEAP, in order to ensure that students learn and grow. This measure allows you to be recognized for your contribution to your LEAP Team teachers' students' academic progress.

What assessments can I use to set Instructional Coach Goals (ICGs)?

You and your school leader will agree upon one or more assessments from an approved bank of assessments currently used in DCPS schools and aligned to the content area(s) and grade band(s) of your LEAP Team(s). The approved assessment bank can be found in the ICG guidance, which is available on your IMPACT dashboard (impactdcps.dc.gov).

How will Instructional Coach Goals (ICGs) be set?

In the fall, you and your school leader will set ICGs by selecting one or more content and grade-aligned assessments and choosing achievement targets based on baseline data (as applicable) for your LEAP Team teachers' students. If you set multiple ICGs, weights will be selected for each goal. School leaders must approve all assessments, targets, and weights.

At the end of the school year, student achievement data will be submitted to your school leader, who will verify the data and assign each ICG a score based on the targets. Your school leader will communicate with you the date by which student achievement data should be submitted.

What if I am shared between two schools?

If you are a shared instructional coach LEAP Leader at two schools, you will set ICGs and receive scores at each school. These scores will then be averaged together to determine your final score for this component.

Where can I find out more about ICG?

ICG resources, including a webinar, guidance document, 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 ICGs, whom should I contact?

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

LEVEL 4 (HIGHEST)	LEVEL 3
ICG	**INSTRUCTIONAL COACH GOALS**	
Student scores on 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 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 ICGs may measure reading levels, rubric levels, etc. Instructional coach LEAP Leaders 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 more than one assessment is used, each will be scored individually. The scores will then be averaged together, taking into account the weights that administrators and instructional coach LEAP Leaders assigned to each assessment when setting ICGs at the beginning of the year.

LEVEL 2	LEVEL 1 (LOWEST)
Student scores on 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 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.

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations.

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.

At the end of each cycle, you can view your final Commitment to the School Community score in the IMPACT database

(http://impactdcps.dc.gov). While a conference to discuss your Commitment to the School Community score is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 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	4.0	
CSC 3: High Expectations	4.0	4.0	
CSC SCORE (Average of CSC 1 to CSC 3)	3.66	4.0	3.83

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, 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: modeling high personal standards and emphasizing pride in self, school, and community.

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

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

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.

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. The process involves five steps.

Step 1

We begin by identifying your overall score for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

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

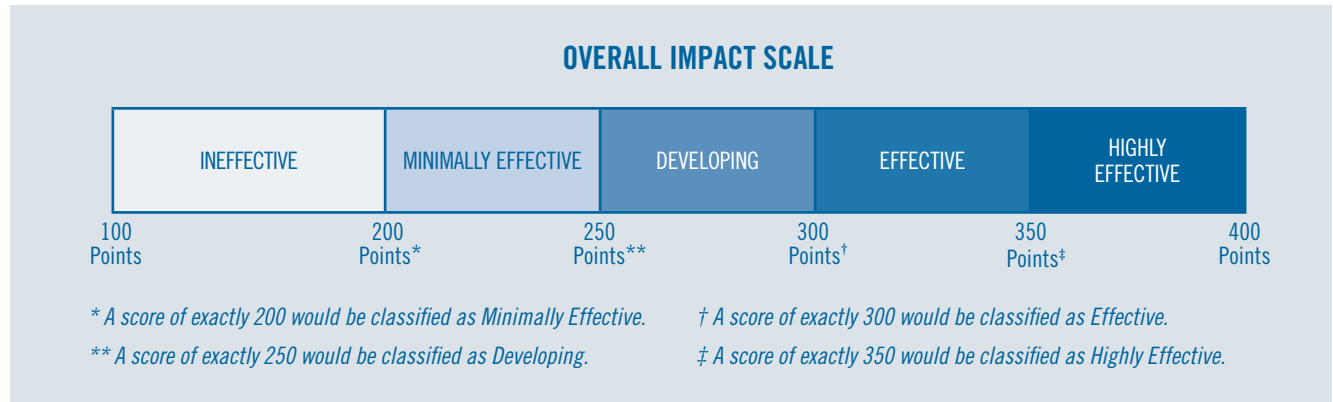|	SAMPLE SCORE		
COMPONENT	**COMPONENT SCORE**	**PIE CHART PERCENTAGE**	**WEIGHTED SCORE**
LEAP Leadership Framework (LLF)	3.58	x 65	= 232.7
Instructional Coach Goals (ICG)	3.56	x 25	= 89.0
Commitment to the School Community (CSC)	4.00	x 10	= 40.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**362**

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.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	200 Points*	250 Points**	300 Points†	350 Points‡	400 Points

*A score of exactly 200 would be classified as Minimally Effective.

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

† A score of exactly 300 would be classified as Effective.

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

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

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the 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.

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 signifies that there is insufficient information to calculate a final rating. In order to receive consequences a staff member must receive a sufficient amount of their primary rubric evaluation. In addition, any staff member who is new to IMPACT, regardless of Group, must receive their Cycle 1 primary rubric evaluation to be eligible for consequences at the close of the school year. All staff must receive more than half of their primary rubric evaluation in order to receive consequences.

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. Instructional coaches in Groups 15 and 16 at high-poverty schools are eligible for additional base salary increases after they have received two consecutive Highly Effective ratings as instructional coaches.

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

Andrea Leoncavalla

PART 1: ANNUAL BONUS

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE CSI SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$10,000	Additional $10,000	$20,000
	Low-Poverty	$2,000	n/a	$2,000

How do I know my school's poverty level?

Each school's poverty level is listed on the 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 (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 instructional coaches 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.

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 employed by DCPS, or be a new entrant to the retirement system, at the time of the bonus distribution.

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

No.

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

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

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

Instructional coaches 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 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?

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

How will it work?

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

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

Will the service credit count for retirement eligibility?

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

If I earned 5 service credits last year, and I earn another Highly Effective this year, will I get another offer of service credits?

No, if you earned service credits as a Highly Effective Instructional Coach last year, a Highly Effective rating this year would be considered your first of two consecutive Highly Effective ratings.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools designated as high-poverty according to DCPS poverty percentages?

Yes.

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

Yes. After accepting the increase, you will no longer have access to the "extra year," early retirement, or buyout options if you are excessed 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.

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

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

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