

# Other Instructional Coaches

GROUP  
16



# IMPACT



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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

2017  
2018



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# LETTER FROM THE CHANCELLOR

Dear Staff,

During my first months as Chancellor, I visited all DCPS schools and was incredibly impressed with what I saw in schools across the city. DCPS' status as the fastest improving urban district in the nation is only possible because of the extraordinary passion, skill, joy, and talent you bring to your work each day.

You help make our schools welcoming environments and support our students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build on our past success and accelerate our 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. I am honored to partner with you in this critical work and thank you for all you will do for our students, families, and communities this year.

Every student, every school, every day!

Respectfully,

A handwritten signature in black ink, appearing to read 'AW', with a stylized flourish extending to the right.

Antwan Wilson  
*Chancellor, DC Public Schools*



# PUTTING GROWTH FIRST

## How does IMPACT promote reflection and support my growth?

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

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

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

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



# GROUP 16: OVERVIEW

## Who is in Group 16?

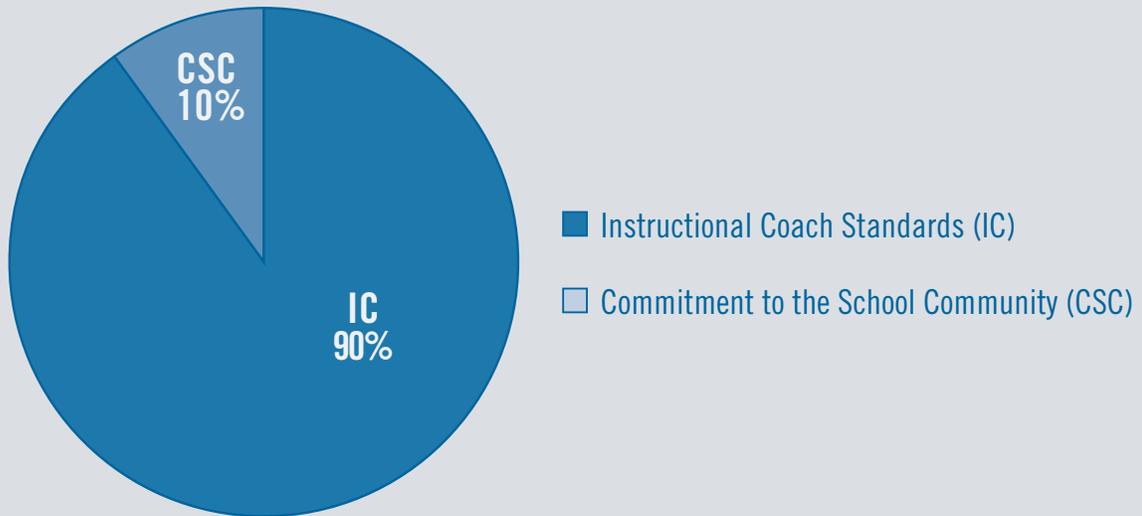
Group 16 consists of all non-LEAP Leader instructional coaches, including technology coaches.

## What are the IMPACT components for members of Group 16?

There are three IMPACT components for members of Group 16. Each is explained in greater detail in the following sections of this guidebook.

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

## IMPACT COMPONENTS FOR GROUP 16



### What are the Instructional Coach Standards?

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

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

### How will I be assessed on the Instructional Coach (IC) rubric?

Your school leader will holistically gather evidence of your coaching in a variety of ways over the course of each IMPACT cycle (e.g., teacher and student artifacts) and will observe your coaching at least twice each cycle. For example, your school leader may observe you facilitating a coaching conversation, co-planning, and/or modeling with teachers.

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 coaching practice for each applicable standard of the IC. Standard scores will then be averaged together to form an overall IC score for the cycle.

### How will I receive feedback based on my Instructional Coach assessment?

Your school leader will meet with you each IMPACT cycle to discuss your practice, highlight successful elements of your coaching work, and suggest next steps for professional growth. You will also receive written feedback in an IC report, which can be viewed in the IMPACT database at [impactdcps.dc.gov](http://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 instructional coaches who have earned Highly Effective ratings two years in a row be assessed this year?

Instructional coaches who have earned a final IMPACT rating of Highly Effective for the last two school years will receive an IC assessment by February 1 in 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 (<http://impactdcps.dc.gov>).

If the Cycle 1 IC score is below 3.0, the instructional coach will continue on the normal assessment schedule.

Please note that instructional coaches who are shared between two schools will receive an assessment by each of their administrators by February 1. These scores will then be averaged together to determine whether instructional coaches are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART  
**INSTRUCTIONAL COACH STANDARDS (IC)**

INSTRUCTIONAL COACH STANDARDS (IC)	CYCLE ENDS 2/1	CYCLE ENDS 6/7	OVERALL <i>(Average of Cycles)</i>
IC 1: Analyze Data Prior to the Learning Cycle	4.0	4.0	
IC 2: Analyze Data During the Learning Cycle	3.0	4.0	
IC 3: Design Support	4.0	4.0	
IC 4: Implement Support	3.0	3.0	
IC 5: Demonstrate Teacher and Student Growth	4.0	3.0	
IC 6: Facilitate Adult Learning	3.0	4.0	
<b>IC SCORE</b> <i>(Average of IC 1 to IC 6)</i>	3.50	3.66	<b>3.58</b>

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

Please contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

## LEVEL 4 (HIGHEST)

## LEVEL 3

### IC 1 ANALYZE DATA PRIOR TO THE LEARNING CYCLE

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

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

### IC 2 ANALYZE DATA DURING THE LEARNING CYCLE

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

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

### IC 3 DESIGN SUPPORT

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

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



## LEVEL 2

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

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

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

## LEVEL 1 (LOWEST)

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

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

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



**LEVEL 4 (HIGHEST)**

**LEVEL 3**

**IC 4 | IMPLEMENT SUPPORT**

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

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

**IC 5 | DEMONSTRATE TEACHER AND STUDENT GROWTH**

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

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

**IC 6 | FACILITATE ADULT LEARNING**

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

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

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

## LEVEL 2

## LEVEL 1 (LOWEST)

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

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

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

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

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

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

### What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) partnership with students' families; and 5) instructional collaboration with 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. The first assessment begins at the start of the school year and ends February 1; the second assessment begins February 2 and ends June 12.

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

### How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART  
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 2/1	CYCLE ENDS 6/12	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	
<b>CSC SCORE</b> (Average of CSC 1 to CSC 3)	3.66	4.0	3.83

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

Please contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).



LEVEL 4 (HIGHEST)

LEVEL 3

**CSC 1 | SUPPORT OF THE LOCAL SCHOOL INITIATIVES**

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

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

*Examples of local initiatives include: increased student attendance rate, suspension rate reduction, use of inquiry-based lessons, and school-wide behavioral supports or programs.*

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

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

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

*Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collaborating with special education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supporting the attainment of language objectives, and participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data).*

**CSC 3 | HIGH EXPECTATIONS**

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

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

*Examples of how one might promote high expectations include: supporting achievement through rigorous academic work and challenging extracurricular opportunities; modeling high personal standards; assigning and communicating grades in a manner consistent with district and school grading policy; and emphasizing pride in self, school, and community.*

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

## LEVEL 2

## LEVEL 1 (LOWEST)

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

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

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

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

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

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

**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. The first assessment begins at the start of the school year and ends February 1; the second assessment begins February 2 and ends June 12.

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 3 result in a 30 point deduction from your final IMPACT score).

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

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

SAMPLE RATING CHART  
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 2/1	CYCLE ENDS 6/12	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



MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1 ATTENDANCE

Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP 2 ON-TIME ARRIVAL

Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP 3 POLICIES AND PROCEDURES

Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

**With rare exception**, individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

CP 4 RESPECT

Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

**With rare exception**, individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

## SIGNIFICANTLY BELOW STANDARD

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

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

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

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

# SUPPORTING YOUR SUCCESS

## What resources are available to help me be successful?

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

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

### CANVAS

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

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

### FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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

### DCPS UNION PARTNERS

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

- **American Federation of State, County, and Municipal Employees (AFSCME) Local 2921:** American Federation of State, County, and Municipal Employees (AFSCME) members work in public schools throughout the nation in helping children realize their full potential. They do so by providing services critical to an effective and healthy learning environment — assisting in the classroom, and providing clerical and other support to teachers, administrators, and families. AFSCME Local 2921 represents DCPS' school-based clerical staff and educational aides. For more information, please visit [www.districtcouncil20.org](http://www.districtcouncil20.org).
- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit [www.teamsters639.com](http://www.teamsters639.com).

- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit [www.councilofschoolofficers.org](http://www.councilofschoolofficers.org).
- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 5,000 members in Washington, D.C., including teachers, instructional coaches, counselors, library media specialists, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit [www.wtlocal6.org](http://www.wtlocal6.org).



Simona Monatti



Simona Monatti



Simona Monatti



Simona Monatti

# 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.

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Instructional Coach Standards (IC)	3.58	x 90	= 322.2
Commitment to the School Community (CSC)	4.00	x 10	= 40.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
<b>TOTAL</b>			<b>362</b>

### Step 3

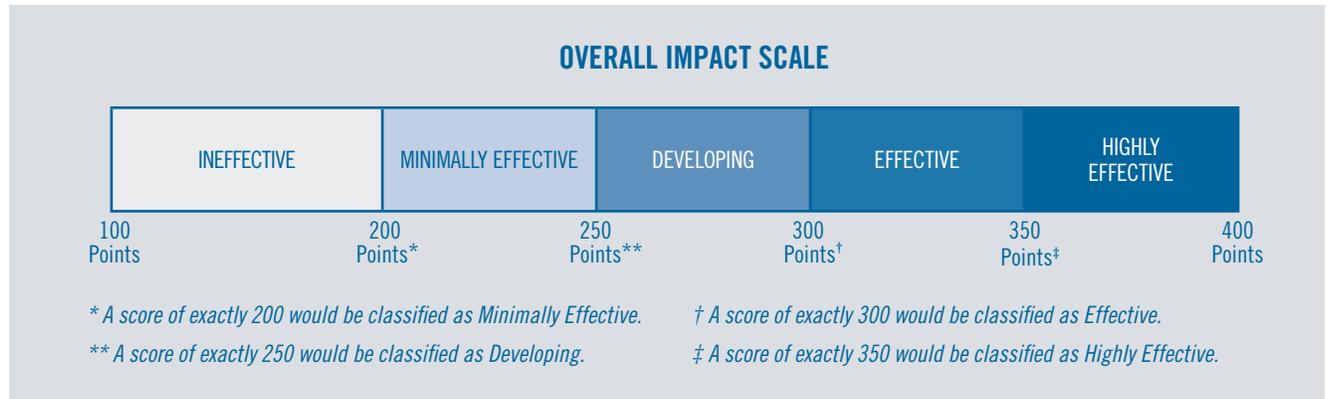
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

### Step 4

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

## Step 5

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



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

## What do these ratings mean?

**Highly Effective:** This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) are eligible for additional compensation as outlined in the *IMPACTplus* 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. A WTU or CSO member who earns a Developing rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If after three years, an individual, 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 until he or she earns a rating of Effective or Highly Effective. 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.

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 [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

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

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

### **Will my evaluation be affected if my school has a non-traditional (e.g., Extended Year) calendar?**

No. Your IMPACT evaluation will not be affected if your school transitioned to a non-traditional calendar. You will continue to receive all components of your evaluation, as indicated in your guidebook, with the same deadlines as schools that have not transitioned to a non-traditional calendar.

## 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 additional base salary increases upon reaching the Advanced, Distinguished, or Expert LIFT stages. Instructional coaches in Groups 15 and 16 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, library media specialists, and others are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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

To access this information, log into the IMPACT database at [impactdcps.dc.gov](http://impactdcps.dc.gov). If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

## Do I need to be a “full” union member to be eligible for IMPACT*plus*?

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

## How does it work?

For 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 40 TARGETED SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	\$10,000	Additional \$10,000	\$20,000
	Low-Poverty	\$2,000	n/a	\$2,000

### How do I know my school's poverty level?

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

### Why do instructional coaches in high-poverty and 40 targeted 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 priority schools?

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

### If I retire at the end of the 2017–2018 school year, will I be eligible for the bonus?

Yes.

### Will the bonus count toward my pension calculation?

No.

### If I resign at the end of the 2017–2018 school year, will I be eligible for the bonus?

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

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

No.

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

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

### **Are there any conditions attached to accepting this bonus?**

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

### **Am I required to accept the bonus?**

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

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

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

### **When will I receive my bonus?**

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

### **Will the bonus be subject to taxes?**

Yes.

### **If I earn a Highly Effective rating again in the next school year (2018–2019), will I be eligible for another bonus?**

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

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

Please contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

## PART 2: INCREASE IN BASE SALARY

### How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row 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

*For example, let's imagine that it is the end of the 2017–2018 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of service. For the 2018–2019 school year — your eighth year of service — we would actually pay you as if you were in your thirteenth year (8 years + 5 years of credit).*

### Will the service credit count for retirement eligibility?

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

### If I earned a Highly Effective rating last school year (2016–2017), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2017–2018 school year, you will qualify for the increase in base salary.

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

Yes.

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

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

### Am I required to accept the increase in base salary?

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

### 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 [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

## What is IMPACT*plus*?

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

## Who is eligible for IMPACT*plus*?

All CSO members who earn a final IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACT*plus*. 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 does the annual bonus work?

The chart below describes the bonus structure.

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

## How do I know if I am a CSO member?

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

## How do I know my school's poverty level?

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

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

To access this information, log into the IMPACT database at [impactdcps.dc.gov](http://impactdcps.dc.gov). If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

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

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

## Why do CSO members in high-poverty and 40 targeted 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 40 targeted schools?**

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

### **If I *retire* at the end of the 2017–2018 school year, will I be eligible for the bonus?**

Yes.

### **Will the bonus count toward my pension calculation?**

No.

### **If I *resign* at the end of the 2017–2018 school year, will I be eligible for the bonus?**

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

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

No.

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

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

### **When will I receive my bonus?**

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

### **Will the bonus be subject to taxes?**

Yes.

### **If I earn a Highly Effective rating again in the next school year (2018–2019), will I be eligible for another bonus?**

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

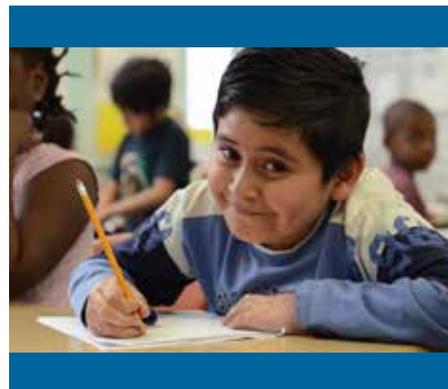
### **If I have additional questions about the annual bonus, whom should I contact?**

Please contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

# CONCLUDING MESSAGE

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

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. Every student, every school, every day!











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