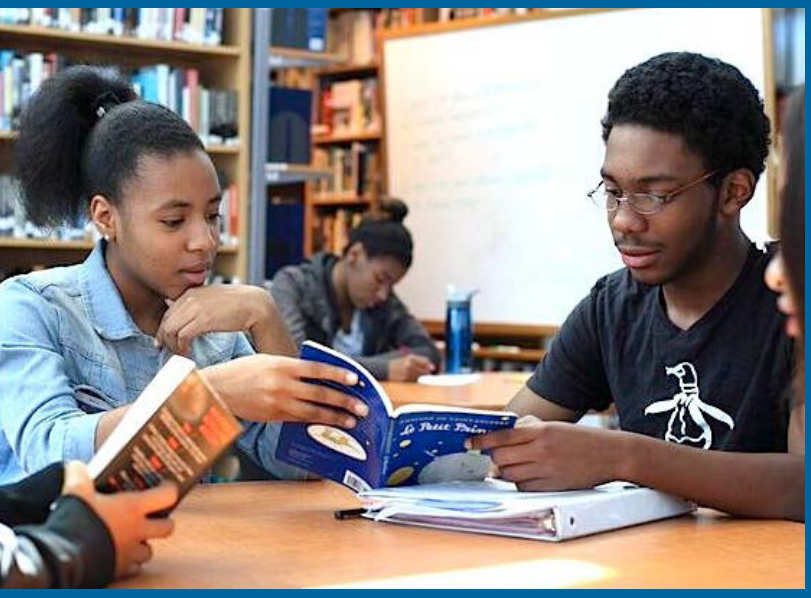
Special Education Teachers –
Communication and Education Supports (CES) Program

GROUP
3a



IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2016
2017

Cover photos by Eric Reithel and Andrew Schantz

TABLE OF CONTENTS

2 Letter from the Chancellor

4 Putting Growth First

6 Overview

7 IMPACT Components

58 Supporting Your Success

62 Putting It All Together

66 IMPACT*plus*

74 Concluding Message

LETTER FROM THE CHANCELLOR

Dear Educators,

We have made an enormous amount of progress over the last few years. As you know, according to the National Assessment of Educational Progress (NAEP), DCPS is the fastest improving urban school system in the country. Our graduation rates are up, and our enrollment is rising for the fifth year in a row. All of this success is because of the extraordinary work you have done each and every day in partnership with our students, families, and communities.

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

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

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

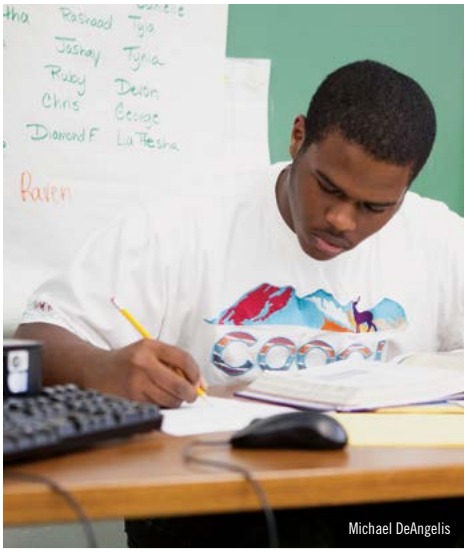
The second major change is the addition of student surveys. We piloted student surveys and conducted feedback sessions in a quarter of our schools this past year. Teachers and school leaders in these buildings consistently shared that student surveys provide actionable feedback about instructional practice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

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

I am so proud of the work we have done together, and I am excited to see our district continue to move forward with innovation, urgency, and optimism. Thank you for all that you do for our students and families every day. We are DCPS, and we are doing this!

With great appreciation,

Kaya Henderson
Chancellor, District of Columbia Public Schools


Michael DeAngelis

Simona Monnatti

Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

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

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

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

Michael DeAngelis

Bel Perez Gabilondo

Michael DeAngelis

GROUP 3a: OVERVIEW

Who is in Group 3a?

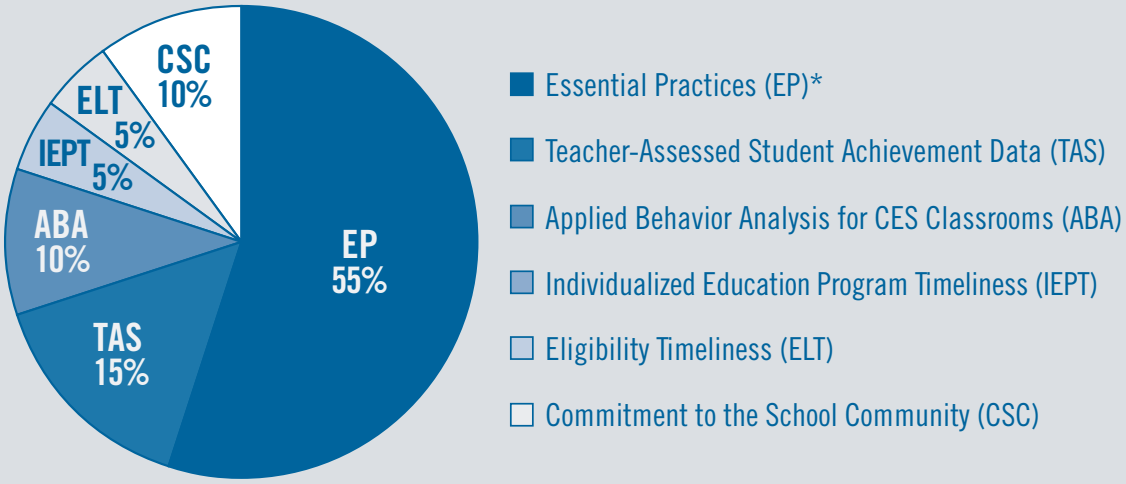
Group 3a consists of all full-time CES program special education teachers of students in grades 1–12.

What are the IMPACT components for members of Group 3a?

There are seven components for members of Group 3a. Each is explained in greater detail in the following sections of this guidebook.

- **Essential Practices (EP)** — These are a measure of your instructional expertise. This component makes up 55% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. This component makes up 15% of your IMPACT score.
- **Applied Behavior Analysis for CES Classrooms (ABA)** — This is a measure of the extent to which you appropriately implement ABA principles and methodology in your class. This component makes up 10% of your IMPACT score.
- **Individualized Education Program Timeliness (IEPT)** — This is a measure of the extent to which you complete your assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 5% of your IMPACT score.
- **Eligibility Timeliness (ELT)** — This is a measure of the extent to which you complete the special education eligibility process for your assigned students within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 5% 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 3a



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

EP ESSENTIAL PRACTICES

What are the DCPS Essential Practices?

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

EP1: Cultivate a responsive learning community

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

EP2: Challenge students with rigorous content

- Element 2.A – Rigorous Content

EP3: Lead a well-planned, purposeful learning experience

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

EP4: Maximize student ownership of learning

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

EP5: Respond to evidence of student learning

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

Why do we need the Essential Practices?

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

Who developed the DCPS Essential Practices?

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

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

How will I be scored on the Essential Practices rubric?

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

Who conducts IMPACT observations?

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

How many IMPACT observations will I receive?

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

SAMPLE SCORE CHART

ESSENTIAL PRACTICES (EP)

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

LIFT STAGES

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

NUMBER OF IMPACT OBSERVATIONS

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

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

When will my IMPACT observations occur?

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

TEACHER STAGE

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

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

TEACHER OBSERVATION CYCLES

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

ESTABLISHED TEACHER STAGE

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

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

ESTABLISHED TEACHER OBSERVATION CYCLES

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

ADVANCED TEACHER STAGE

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

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

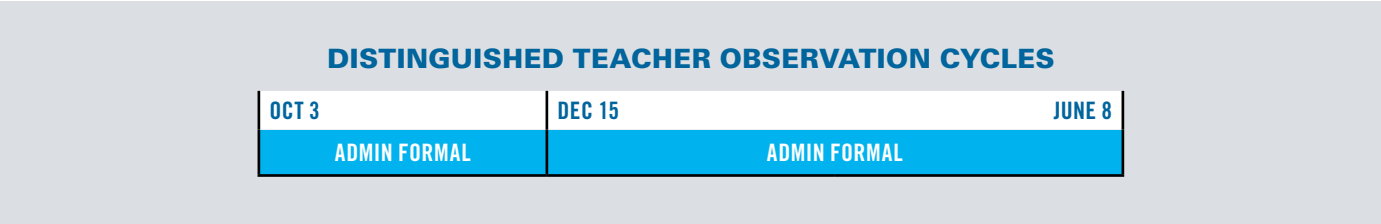
ADVANCED TEACHER OBSERVATION CYCLES

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

DISTINGUISHED TEACHER STAGE

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

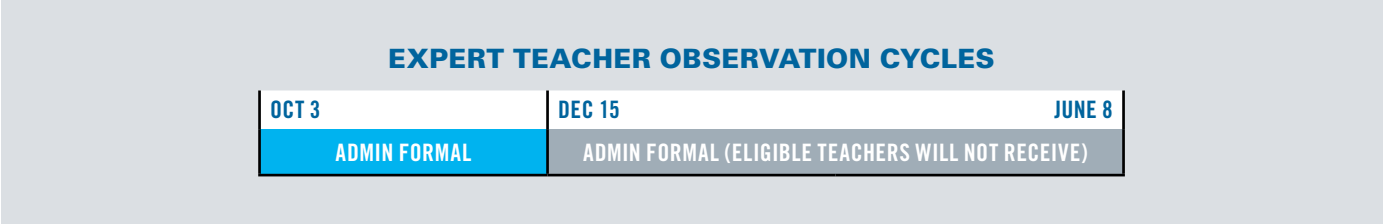
Teachers at the Distinguished Teacher stage will receive **two IMPACT observations**, which will be conducted by an administrator.



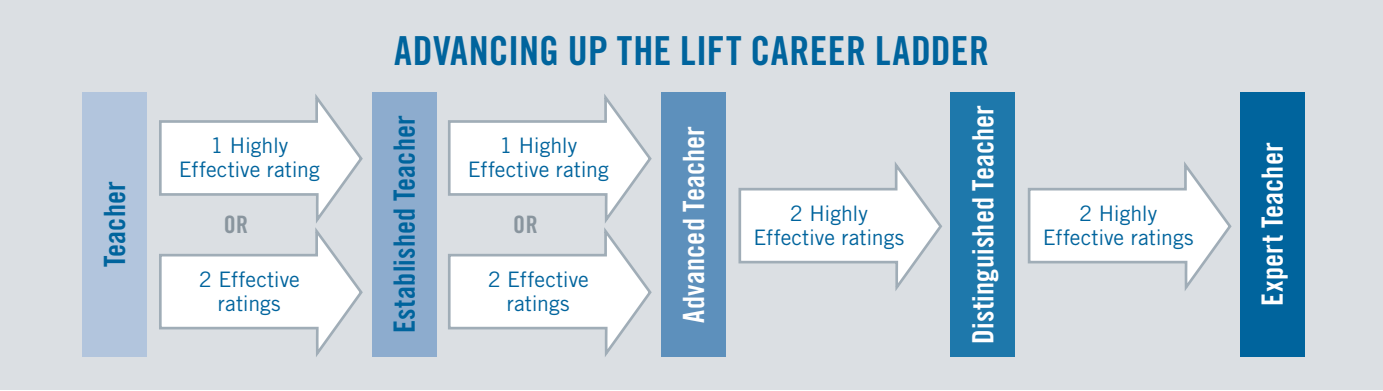
EXPERT TEACHER STAGE

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

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



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



Do I qualify for reduced IMPACT observations?

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

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

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

How long will each IMPACT observation last?

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

Will IMPACT observations be announced or unannounced?

All IMPACT observations are unannounced.

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

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

Will there be a conference after the IMPACT observation?

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

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

Will I receive written feedback based on my IMPACT observation?

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

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

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

Michael DeAngelis

ESSENTIAL PRACTICES
Specialized Instruction

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

1.A Supportive Community

LEVEL 4

All students are valued members of a welcoming and responsive learning community.* **Students are authentically welcoming and responsive to one another.**

For example, the students:
- Demonstrate interest in the thoughts, opinions, and well-being of each other
- Provide peers with meaningful and specific feedback/praise
- Productively collaborate across difference (e.g., cultural, racial, linguistic, dis/ability, and/or gender)
- Welcome peers, help each other, and/or show interest in each other consistent with their developmental levels
- Encourage one another to follow classroom behavioral norms

See also examples from Level 3

LEVEL 3

All students are valued members of a **welcoming and responsive** learning community.*

For example, the teacher:
- Demonstrates interest in the thoughts, opinions, and well-being of all students
- Fosters student thinking about and planning for long-term goals
- Equitably provides students with meaningful and specific feedback/praise
- Demonstrates an equitable commitment to all students' ability to be successful
- Effectively uses positive reinforcement
- Defines, posts, (re)teaches, and/or models positive classroom expectations and routines
- Develops and reinforces students' self-advocacy skills (e.g., speaking up, finding support when needed, making decisions)
- Is responsive to students' non-verbal expressions (e.g., smiling, clapping, snapping)
- Uses appropriate strategies and has systems in place to manage behaviors that are manifestations of a student's disability
- Demonstrates responsiveness by providing private explanations for why students are being moved or having clothes changed, as needed

LEVEL 2

The teacher is **respectful** of students; students **generally comply** with the teacher's directions.*

For example, the teacher:
- Acknowledges students generally, but does not display specific concern for students' thoughts, opinions, and/or feelings

For example, most students:
- Follow instructions, but sometimes reluctantly

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the teacher:
- Does not demonstrate respectfulness
- Does not include an individual student or a subgroup of students in the learning experience when appropriate to do so

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

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

1.B Student Engagement

LEVEL 4

All students are engaged throughout the learning experience OR almost all students are engaged throughout the learning experience and the teacher responds to disengagement by inviting students back in to the learning experience. **Students demonstrate deep investment in the learning experience.***

For example, the students:

- Persevere when they struggle with challenging content or activities
- Demonstrate interest in, commitment to, or excitement about what they are learning and doing
- Ask content-related questions using total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other), as appropriate
- Display eagerness to participate in classroom activities using verbal or non-verbal means such as visual attention, blinking, head nodding, smiling, pointing, touching, or other methods consistent with their developmental levels
- Self-advocate for support and/or accommodations
- Demonstrate positive attitudes toward learning and willingness to do the work without frequent redirection

See also examples from Level 3

LEVEL 3

All students are engaged throughout the learning experience OR **almost all** students are engaged throughout the learning experience and the teacher **responds to disengagement** by inviting students back in to the learning experience.

For example, the teacher:

- Responds to disengagement by inviting students back in a positive way
- Successfully utilizes strategies such as proximity, non-verbal cues, or reflection exercises that support students' reengagement with content
- Recognizes when students need space and/or time to successfully refocus
- Redirects behavior in an effective and positive way
- Offers students social stories reflective of classroom expectations and/or provides sensory manipulatives and visual models to redirect attention to the learning
- Provides multiple ways for students to demonstrate engagement, persistence, and self-regulation
- Uses available technology, including assistive technology, (e.g., GoTalk® boards, buttons, or other) to promote engagement
- Uses successive approximation, including rewarding or affirming incremental progress toward goals, to promote engagement
- Promotes student investment by using visuals, positive behavior charts, tokens, and/or other appropriate strategies

For example, engaged students:

- Complete tasks and/or remain focused on learning consistent with their developmental levels (e.g., participate during seminars or whole-class discussions, complete small group or station work, remain immersed in a text, task, or activity)
- Actively seek and use tools to self-soothe and satisfy sensory needs without disrupting the learning experience

LEVEL 2

Almost all students are engaged throughout the learning experience; the teacher **does not respond** to student disengagement.

For example, the teacher:

- Does not attempt to invite disengaged students back in to the learning experience
- Ignores students who are disengaged for an inappropriate amount of time

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the teacher:

- Responds negatively to student disengagement

For example, most students:

- Demonstrate disengagement throughout the learning experience and are not invited to return

**Observers should consider that student demonstrations of authentic welcoming, responsiveness, and deep investment in the learning experience may present differently based on student profiles, including health challenges, category, and severity of disability. Some students may exhibit these behaviors only with explicit teaching, prompting, and/or support from the teacher. Therefore, evaluators might credit teacher prompting or other explicit skill-building as evidence of students' responsiveness and investment in the learning experience.*

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4

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

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

See also examples from Level 3

LEVEL 3

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

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

AND

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

LEVEL 2

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

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

BUT

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

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the learning experience:
- Neither challenging for students nor aligned to appropriate content standards
- Developmentally inappropriate for students' age and/or grade level

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

Content-Specific Examples

ENGLISH LANGUAGE ARTS

This practice aligns with Instructional Practice Guide (IPG) Core Action 1: Focus each lesson on a high-quality text (or multiple texts).

For example, ELA content:
- Features reading, writing, and speaking about literary or informational text(s) of appropriate complexity and that build content knowledge
- Focuses on key attributes of a writing genre (i.e., opinion/argument, informative/explanatory, or narrative writing)

For example, grade 1–2 ELA content:
- Provides opportunities for students to practice emerging phonics skills with text
- Features shared reading, writing, speaking, and research opportunities
- Addresses foundational skills and connects acquisition of these skills to making meaning from text

For example, grade 3–12 ELA content:
- Provides opportunities for students to cite specific textual evidence when writing or speaking to draw conclusions from text
- Includes research projects based on focused, text-relevant questions

MATHEMATICS

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

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

SOCIAL STUDIES

This practice aligns with the DC Social Studies Standards and with the C3 Framework, especially Dimension 2: Applying Disciplinary Tools and Concepts.

For example, social studies content:
- Features reading, writing, and speaking about complex text of varying formats (e.g., historical and contemporary documents, maps, images, political cartoons, video clips, objects, and charts)
- Explores compelling and supporting questions through inquiry, research, and writing
- Integrates social studies skills (e.g., gathering and evaluating sources) while promoting a depth of understanding of content in these areas of focus (grades):
  - U.S. History (1, 2, 4, 5, 8, and 11)
  - World History (7, 9, and 10)
  - Government (1, 2, and 12)
  - D.C. History (3 and 12)
  - Geography (3 and 6)

SCIENCE

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

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

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

3.A Skillful Design

LEVEL 4

The learning experience is well-planned such that all tasks and activities are connected to one another and effectively promote student understanding. **The learning experience is designed to maximize time for students to grapple with content.**

For example, the teacher:
- Makes instructional moves that promote student-centered learning such as opportunities for inquiry or seminar discussion
- Prioritizes student talk and work time
- Structures the learning experience to be efficient and minimizes non-instructional time
- Utilizes minimally intrusive prompts and supports to promote student independence in completing daily routines and transitions (e.g., visual schedules, "first, then" boards, checklists, student choice), as appropriate

See also examples from Level 3

LEVEL 3

The learning experience is **well-planned** such that all tasks and activities are **connected** to one another and **effectively** promote student understanding.

For example, the learning experience:
- Includes tasks and activities that are connected and build upon one another
- Includes tasks and activities that move students toward grade-level expectations
- Features adapted curricular materials, as appropriate
- Avoids curricular and/or instructional barriers to learning (e.g.., lesson delivery format, physical environment, need for adaptive equipment)
- Takes place in a setting that promotes focus on learning and minimizes distractions
- Provides skill-based instruction in a variety of settings (e.g., Natural Environment Teaching) and contexts to promote transferability of skills

LEVEL 2

The learning experience is **not sufficiently organized OR** includes tasks or activities that are **not entirely effective** at promoting student understanding.

For example, the learning experience:
- Includes some tasks and activities that are disconnected or do not build upon one another
- Includes tasks and activities that do not move students toward grade-level expectations
- Includes tasks and activities too long or too short in duration

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the learning experience:
- Is not organized
- Does not reflect strategic planning

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

3.B Skillful Facilitation

LEVEL 4

The learning experience is **clear*** and **all** students are able to access the content.

For example, the learning experience is clear because the teacher:
- Explains content accurately and coherently
- Uses Tier 1, 2, and 3 academic vocabulary precisely and with intentionality
- Guides students toward identification of key points
- Uses available technology, including assistive technology, effectively to support content delivery and student practice
- Connects the intended learning to prior and/or background knowledge
- Employs tangible and visual tools to help students make language connections and encourages verbal language development

For example, the learning experience is accessible for all students because the teacher:
- Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
- Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
- Uses visual supports such as Boardmaker®, photos, and other visual aids to clearly explain content
- Offers a variety of options for students to interact with content
- Offers opportunities for exploration with concrete materials
- Effectively uses special education best practices such as Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or Explicit Instruction of a skill set
- Breaks down larger tasks and explanations into component parts
- Delivers content at a pace consistent with students' cognitive and/or linguistic processing
- Uses prompting techniques (e.g., simultaneous, time delay, least intrusive, most-to-least, graduated guidance), fading, and reinforcement systems that match the complexity and nature of the target skill
- Uses vocabulary consistent with students' capacities for receptive and expressive language
- Provides appropriate wait time for student responses
- Explicitly teaches strategies for answering more challenging questions (e.g., modeling "think-alouds," word banks, anchor charts)
- Includes accommodations and/or modifications appropriate to students' developmental levels

LEVEL 3

The learning experience is **clear*** and **almost all** students are able to access the content.

For example, the learning experience is clear because the teacher:
- Explains content accurately and coherently
- Uses Tier 1, 2, and 3 academic vocabulary precisely and with intentionality
- Guides students toward identification of key points
- Uses available technology, including assistive technology, effectively to support content delivery and student practice
- Connects the intended learning to prior and/or background knowledge
- Employs tangible and visual tools to help students make language connections and encourages verbal language development

For example, the learning experience is accessible for almost all students because the teacher:
- Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
- Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
- Uses visual supports such as Boardmaker®, photos, and other visual aids to clearly explain content
- Offers a variety of options for students to interact with content
- Offers opportunities for exploration with concrete materials
- Effectively uses special education best practices such as Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or Explicit Instruction of a skill set
- Breaks down larger tasks and explanations into component parts
- Delivers content at a pace consistent with students' cognitive and/or linguistic processing
- Uses prompting techniques (e.g., simultaneous, time delay, least intrusive, most-to-least, graduated guidance), fading, and reinforcement systems that match the complexity and nature of the target skill
- Uses vocabulary consistent with students' capacities for receptive and expressive language
- Provides appropriate wait time for student responses
- Explicitly teaches strategies for answering more challenging questions (e.g. modeling "think-alouds," word banks, anchor charts)
- Includes accommodations and/or modifications appropriate to students' developmental levels

LEVEL 2

The learning experience is **not sufficiently clear*** for students.

For example, the learning experience is not sufficiently clear because the teacher:
- Provides explanations that are not entirely effective in building student understanding of content
- Gives definitions that are not completely clear or precise or sometimes does not use appropriate Tier 1, 2, and 3 vocabulary
- Inconsistently guides students towards identification of key points
- Uses technology that does not fully support content delivery and student practice

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the learning experience:
- Is mostly not coherent or not clear
- Promotes students' acquisition of inaccurate content or results in significant student misunderstanding
- Is inaccessible for most students

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

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

Content-Specific Examples

ENGLISH LANGUAGE ARTS	MATHEMATICS
This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ questions and tasks, both oral and written, that are text-specific.	This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.
For example, the learning experience includes tasks and activities that: • Attend to a text's word choice, syntax, structure, concepts, ideas, and/or details • Feature a variety of reading opportunities (whole group, small group, paired, or independent) • Focus on developing and strengthening writing through planning, drafting revising, editing, rewriting, or trying a new approach • Reflect the teacher's use of data to form fluid guided reading groups, as appropriate	For example, the learning experience: • Includes explanations, representations, and/or examples to make the content of the lesson explicit • Includes opportunities for students to share, discuss, and justify their mathematical reasoning through discourse • Supports and promotes variation in solution methods to strengthen students' understanding of the content and mathematical structures
For example, grade 1–2 learning experiences include tasks and activities that: • Provide opportunities for students to recognize and read age-appropriate vocabulary, including regularly and irregularly spelled words • Feature collaborative conversations about grade-appropriate topics and texts • Require students to identify the meaning of words and phrases in text	For example, grade 1–5 learning experiences include tasks and activities that: • Develop students' number sense and fluency with basic operations • Build foundational algebraic thinking skills • Develop students' conceptual understanding of foundational mathematics concepts • Orient students to understanding and manipulating data • Have students apply understanding of geometric properties • Familiarize students with the structural elements of equations
For example, grade 3–12 learning experiences include tasks and activities that: • Embed implicit and explicit Tier 2 and Tier 3 vocabulary instruction • Feature text-based discussion opportunities where students can build upon each other's ideas and express their own ideas clearly and persuasively • Require students to use evidence from text to support their interpretations by referring back to the words, phrases, and sentences of the text • Embed reading interventions, as necessary	For example, grade 6–12 learning experiences include tasks and activities that: • Have students apply previous understandings of basic operations to increasingly complex mathematical scenarios • Require solving real-world problems using, or by developing, expressions, equations, or functions • Generate sophisticated inferences about and from data • Feature the integration of algebraic and geometric concepts • Have students manipulate both irrational and rational numbers • Leverage mathematical reasoning to build statistical models and evaluate probability

SOCIAL STUDIES	SCIENCE
This practice aligns with the C3 Framework, especially Dimension 1: Developing Questions and Planning Inquiries.	This practice aligns with the Implications of the Vision of the Framework and the Guide to Implementing the Next Generation Science Standards (NGSS).
For example, the learning experience includes tasks and activities that: • Enable students to develop compelling and supporting questions • Require students to use evidence from sources to support their interpretations • Focus on developing and strengthening writing through planning, drafting revising, editing, rewriting, or trying a new approach • Activate students' prior knowledge and establish relevant connections between students' lives and the content • Create and nurture collaborative civic spaces for students to engage in dialogue (e.g., Paideia seminars) • Foster students taking informed action in classrooms, schools, and the community • Require students to use evidence from text to support their interpretations by referring back to the words, phrases, and sentences of sources	For example, the learning experience includes tasks and activities that: • Enable students to make sense of scientific phenomena or to design solutions to problems using specific elements of the three dimensions of the NGSS (science & engineering practices, disciplinary core ideas, and crosscutting concepts) • Are structured around students conducting investigations, solving problems, and engaging in discussions with teacher guidance • Feature students discussing open-ended questions that focus on evidence and claims • Support students in constructing and using scientific models to describe, explain, predict, or control natural phenomena • Encourage students to create journals, reports, posters, or presentations that explain conclusions • Have students read high-quality texts from multiple sources (science-related magazines, journal articles, and web-based resources)
	For example, the teacher: • Supports students in accessing facts and terminology, as needed, while they develop explanations and design solutions supported by evidence-based arguments and reasoning • Encourages the connection of discrete concepts to unifying organizational structures • Provides accessibility supports so that all students can engage in sophisticated science and engineering practices

Andrea Leoncavallo of Lionhorse Productions

Andrea Leoncavallo of Lionhorse Productions

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

	4.A Cognitive Work	4.B Higher-Level Understanding
LEVEL 4	Students spend the **majority** of the learning experience engaged in meaningful cognitive work, including explaining their thinking with appropriate evidence, applying their understanding of content to complex tasks, or both.*	**All or almost all** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*
	For example, the students: • Do the majority of the thinking and speaking about content • Use most of their time to productively grapple with content • Are responsible for most of the cognitive work *See also examples from Level 3*	For example, all or almost all students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals • Use total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other) to demonstrate understanding verbally and/or non-verbally consistent with their developmental levels
LEVEL 3	Students spend a **significant** portion of the learning experience engaged in **meaningful cognitive work,** including explaining their thinking with appropriate evidence, applying their understanding of content to complex tasks, or both.*	**Most** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*
	For example, the learning experience: • Features opportunities for students to do cognitive work such as complex problem solving, group work, independent work, think time, and/or sharing of ideas that is aligned to the rigor of the intended learning • Encourages students to use self-directed learning strategies (e.g., picture-based graphic organizers, visual sequence boards, activity schedules) consistent with their developmental levels • Appropriately shifts responsibility to students and offers opportunities for independent work	For example, most students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals • Use total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other) to demonstrate understanding verbally and/or non-verbally consistent with their developmental levels
LEVEL 2	Students spend a **significant portion** of the learning experience engaged in work that is **not entirely meaningful** because either there is more teacher-directed instruction than appropriate or student work consists of rote tasks misaligned to the rigor of the intended learning.	**Some** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*
	For example, the learning experience: • Includes too few opportunities for students to productively grapple with content • Includes too few opportunities for students to justify their responses • Does not require students to think deeply about the content	For example, some students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals • Use total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other) to demonstrate understanding verbally and/or non-verbally consistent with their developmental levels
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the learning experience: • Is predominantly teacher-directed/lecture • Does not include opportunities for students to explain their thinking with appropriate evidence or apply their understanding of content to complex tasks	For example, few or no students: • Demonstrate progress toward higher-level understanding

**Observers should consider that student demonstrations of cognitive work and higher-level understanding may present differently based on student profiles and severity of disability. Student responses may be verbal or non-verbal consistent with their developmental levels.*

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Content-Specific Examples

ENGLISH LANGUAGE ARTS

This practice aligns with Instructional Practice Guide (IPG) Core Action 3: Provide all students with opportunities to engage in the work of the lesson.

For example, students:
- Demonstrate independence (e.g., comprehend and evaluate complex texts without scaffolding; construct effective arguments, and build on the ideas of others)
- Build strong content knowledge (e.g., read purposefully to gain both general knowledge and discipline-specific expertise)
- Respond to the varying demands of audience, task, purpose, and discipline (e.g., consider how connotations of words affect meaning; provide differentiated evidence aligned to the discipline)
- Comprehend as well as critique (e.g., question an author's or speaker's assumptions and premises)
- Value evidence (e.g., cite specific and relevant evidence when offering an oral or written interpretation of a text)
- Use technology and digital media strategically and capably (e.g., understand the strengths and limitations of technical tools and select those best suited to learning goals)
- Come to understand other perspectives and cultures (e.g., communicate effectively and respectfully with people of varied backgrounds)

For example, grade 1–2 students:
- Ask and answer questions about key details in a text
- Identify the main topic and key details in a grade-appropriate text
- Participate in shared reading or writing projects

For example, grade 3–12 students:
- Provide text-based evidence when supporting oral or written responses
- Conduct research to build and present knowledge
- Use Tier 2 and Tier 3 vocabulary, language conventions, decoding skills, and comprehension strategies to read, write, and speak about text
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

MATHEMATICS

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

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

SOCIAL STUDIES

This practice aligns with the C3 Framework, especially Dimension 3: Evaluating Sources and Using Evidence and Dimension 4: Communicating Conclusions and Taking Informed Action.

For example, students:
- Construct compelling and supporting questions to guide their inquiry
- Gather credible, relevant information from a wide variety of sources to build knowledge in an inquiry
- Evaluate the credibility of sources by considering their origin, authority, structure, context, and corroborative value
- Analyze evidence that supports a claim and determine the strengths and limitations of claims and counterclaims
- Construct and present arguments and explanations in a variety of ways (e.g., essays, debates, speeches, paideia seminars, reports, digital platforms)
- Critique the credibility of arguments and the structure of explanations
- Analyze how specific civic problems can manifest on the local, regional, and global level
- Assess their individual and collective capacities to take action and address problems on the local, regional, and global level

SCIENCE

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

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

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

5.A Evidence of Learning

LEVEL 4

The teacher consistently gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress. **Students understand how what they are learning and doing fits into a larger learning progression and/or unit of study.***

For example, the students:
- Are aware of the learning goals and/or essential questions of the unit and can explain them in their own words
- Can explain how the content and/or skill they are working on will set them up for success using visual supports or assistive technology, as needed and as appropriate
- Reflect on their learning progress

See also examples from Level 3

LEVEL 3

The teacher **consistently** gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.*

For example, the teacher:
- Collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning progress is impeded
- Checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class)
- Monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, white boards, exit slips)
- Collects verbal and/or non-verbal evidence of student understanding using appropriate strategies (e.g., signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, GoTalk® boards, touch screens, voice output devices, or other), as applicable
- Tracks progress (e.g., probe data, trial-by-trial data, frequency data, permanent product data, anecdotal observations) toward content-based objectives as well as students' IEP goals

LEVEL 2

The teacher **inconsistently** gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.*

For example, the teacher:
- Generally collects evidence, but does not have sufficient information to inform instructional decision making
- Uses strategies that gather evidence of student understanding, but these strategies are sometimes not effective or necessary
- Checks with samples of students, but the samples are not representative (e.g., predominantly volunteers or the same students)
- Monitors some student progress toward the objective during individual or group work, but misses key evidence

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the teacher:
- Rarely or never checks for student understanding
- Inappropriately calls only on the same subset of students

**Observers should consider that student demonstrations of understanding may present differently based on student profiles and severity of disability. Evidence of student learning may be verbal or non-verbal consistent with their developmental levels.*

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

5.B Supports and Extensions

LEVEL 4

The teacher consistently **tailors** effective supports and extensions to **individual student responses.***

For example, the teacher:
- Actively listens in order to modify or individualize instruction in real time based on student responses
- Accurately summarizes students' thinking without paraphrasing partially incorrect responses as correct
- Follows students' thought processes to uncover and respond to mis/understanding(s)
- Guides students in analysis of their own work and/or the work of their peers
- Uses students' own words and ideas when providing supports and extensions
- Tailors accommodations and modifications to individual students' emergent needs
- Guides students to correct answers by providing cues, prompts, corrective feedback, or concrete examples

See also examples from Level 3

LEVEL 3

The teacher **consistently** responds to evidence of student understanding by providing effective supports, extensions, or both.*

For example, the teacher:
- Provides appropriate scaffolds (e.g., assists students in identifying errors, deconstructs concepts into smaller components, offers cues to redirect student thinking) or re-teaches as necessary without reducing the overall rigor of the content
- Provides opportunities for students to extend their understanding by providing additional supporting evidence for a claim or through application to additional contexts
- Embeds tools, resources, and scaffolds (e.g., visual schedules, agendas, charts, cues, prompts, timers, graphic organizers) within opportunities for practice to develop both executive functioning skills and content knowledge
- Adds or removes appropriate prompts and supports, as needed
- Differentiates the number of opportunities for and amount of time spent on practice based on students' individual learning needs and developmental levels
- Offers additional accommodations and modifications, as needed

LEVEL 2

The teacher **inconsistently** responds to evidence of student understanding by providing effective supports, extensions, or both.*

For example, the teacher:
- Provides some effective supports or extensions, but others are not useful
- Provides some scaffolds that unnecessarily reduce the rigor of the content
- Misses key opportunities to support and/or extend learning
- Provides supports and/or extensions to a subset of students, but not to all those who would benefit

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the teacher:
- Rarely or never provides supports or extensions

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

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

What is Teacher-Assessed Student Achievement Data?

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

What assessments can I use?

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

Why is this one of my IMPACT components?

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

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

How will this process work?

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

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

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

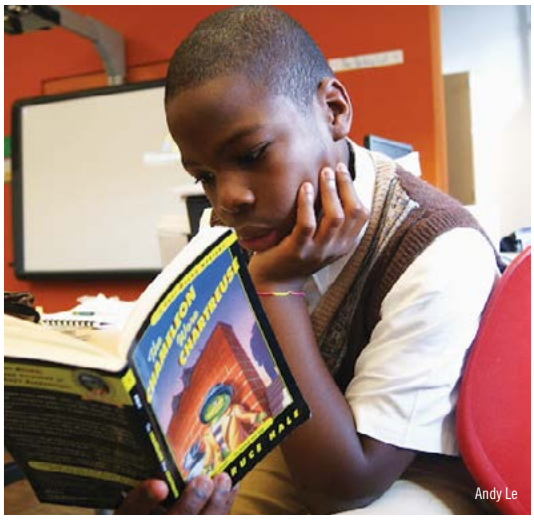
Please note that shared teachers at two schools will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

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

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

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

Bel Perez Gabilondo


Andy Le

Bel Perez Gabilondo

Simona Minnatti

Michael DeAngelis

Andrea Leoncavallo

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

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

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

Note:

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

Andy Le

Andy Le

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

Andy Le

Meghan Gay

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

What is Applied Behavior Analysis for a CES program?

This component measures the extent to which you appropriately implement Applied Behavior Analysis principles and methodology in your CES classroom.

Why is this one of my IMPACT components?

Research has shown that implementation of Applied Behavior Analysis principles and methodology in the instruction of students in a CES program can be highly effective in helping such students achieve.

How will my proficiency in ABA be assessed?

A representative from the DCPS Central Office will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year. The first assessment will occur by February 2 and the second by June 8.

As part of each assessment cycle, you will have a conference with a representative from the DCPS Central Office. At this conference you will receive feedback based on the Applied Behavior Analysis for a CES program rubric and discuss next steps for professional growth.

If your assessor 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 my proficiency in ABA 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 two 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.

SAMPLE SCORE CHART

APPLIED BEHAVIOR ANALYSIS FOR CES CLASSROOMS (ABA)

APPLIED BEHAVIOR ANALYSIS FOR CES CLASSROOMS (ABA)	CYCLE ENDS 2/2	CYCLE ENDS 6/8	OVERALL (AVERAGE OF CYCLES)
ABA SCORE *(Average of ABA 1 to ABA 4)*	3.50	4.00	3.75
ABA 1: Functional Assessment of Challenging Behaviors	3.0	4.0	
ABA 2: Comprehensive Behavior Support Plans	4.0	4.0	
ABA 3: Appropriate Use of ABA Techniques	4.0	4.0	
ABA 4: Student Progress Assessment and Interventions	3.0	4.0	

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

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

Bel Perez Gabilondo

Michael DeAngelis

Brian Tropiano

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

LEVEL 4 (HIGHEST)	LEVEL 3
ABA 1 FUNCTIONAL ASSESSMENT OF CHALLENGING BEHAVIORS	
Highly Effective *The following best describes the teacher's practice:*	**Effective** *The following best describes the teacher's practice:*
The teacher effectively identifies almost all challenging behaviors that are disruptive to a student's learning, as well as behaviors that inhibit student growth but may not be considered "disruptive" (for example, self-stimulatory behavior, off-task behavior, or scripting).	The teacher effectively identifies most challenging behaviors that are disruptive to a student's learning.
The teacher defines all behaviors s/he is analyzing in objective, observable, and measurable ways.	The teacher defines almost all behaviors s/he is analyzing in objective, observable, and measurable ways.
Data is collected on almost all challenging behaviors. Measurement of the behaviors (for example, frequency, duration, or time sampling) is chosen based on the important characteristics of the behavior.	Data is collected on most challenging behaviors based on the important characteristics of the behavior.
Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of almost all challenging behaviors.	Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of most challenging behaviors.
ABC data is consistently and effectively analyzed for almost all challenging behaviors to determine patterns and hypothesize reasons students are engaging in the behaviors.	ABC data is consistently collected for most challenging behaviors and the teacher hypothesizes reasons students are engaging in the behaviors.

Bel Perez Gabilondo

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes the teacher's practice:*	**Ineffective** *The following best describes the teacher's practice:*
The teacher effectively identifies some of the challenging behaviors that are disruptive to a student's learning.	The teacher is ineffective at identifying challenging behaviors that are disruptive to a student's learning.
The teacher defines some of the behaviors s/he is analyzing in objective, observable, and measurable ways.	The teacher does not define behaviors in objective, observable, and measurable ways.
Data is collected on some challenging behaviors, but is not based on the characteristics of the behavior or is taken inconsistently.	Data is almost never collected on challenging behaviors.
Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of only highly challenging behaviors, or ABC data uses unobservable definitions.	Functional assessments are almost never conducted on challenging behaviors.
ABC data is collected for only highly challenging behaviors; or, data is gathered but analyzed incorrectly.	ABC data, if gathered, is not analyzed to hypothesize reasons students are engaging in the behaviors.

Michael DeAngelis

Michael DeAngelis

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

LEVEL 4 (HIGHEST)	LEVEL 3
ABA 2 COMPREHENSIVE BEHAVIOR SUPPORT PLANS	
Highly Effective *The following best describes the teacher's practice:*	**Effective** *The following best describes the teacher's practice:*
Comprehensive behavior support plans are in place for almost all challenging behaviors, enabling students to improve their ability to function in more adaptive ways.	Comprehensive behavior support plans are in place for most challenging behaviors.
The teacher consistently implements all of the components of behavior support plans: global environmental interventions, antecedent interventions, functionally equivalent replacement behaviors, consequences for replacement behaviors, and extinction consequences for challenging behaviors.	The teacher consistently implements most of the components of behavior support plans.
Behavior support plans contain individualized modifications for almost all students' needs and ability levels.	Behavior support plans contain individualized modifications for most students' needs and ability levels.
All behavior support plans are accurately analyzed across time to determine efficacy, and adaptations to the plans are made based on data.	Data is collected on almost all behavior support plans, and adaptations to the plans are implemented.

Michael DeAngelis

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes the teacher's practice:*	**Ineffective** *The following best describes the teacher's practice:*
Comprehensive behavior support plans are in place for only highly challenging behaviors.	Behavior support plans are almost never in place; or, if in place, are not comprehensive.
The teacher implements only some of the components of behavior support plans, or components are inconsistently implemented.	The teacher rarely or never implements behavior support plans.
Behavior support plans contain individualized modifications for some students' needs and ability levels.	Behavior support plans, if in place, do not contain individualized modifications for students' needs and ability levels.
Data is collected on only some behavior support plans, and adaptations to the plans are occasionally implemented.	Data is rarely or never collected on behavior support plans, or adaptations to the plans are rarely or never implemented.

Bel Perez Galibondo

Bel Perez Galibondo

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

	LEVEL 4 (HIGHEST)	LEVEL 3
ABA 3	**APPROPRIATE USE OF ABA TECHNIQUES**	
	Highly Effective *The following best describes the teacher's practice:*	**Effective** *The following best describes the teacher's practice:*
	The teacher utilizes the most effective, researched-based teaching strategies for almost all IEP goals, relevant standards, and other critical skills. These strategies may include Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or explicit teaching of a skill set.	The teacher utilizes the most effective, research-based teaching strategies for most IEP goals, relevant standards, and other critical skills.
	The teacher always implements ABA techniques consistently with high levels of fidelity.	The teacher usually implements ABA techniques consistently with high levels of fidelity.
	The teacher consistently selects which ABA techniques to implement based on the needs of each student.	The teacher usually selects which ABA techniques to implement based on the needs of each student.
	The teacher consistently uses the principles of reinforcement effectively with students to maximize learning.	The teacher usually uses the principles of reinforcement effectively with students to maximize learning.

Bel Perez Gabilondo

Bel Perez Gabilondo

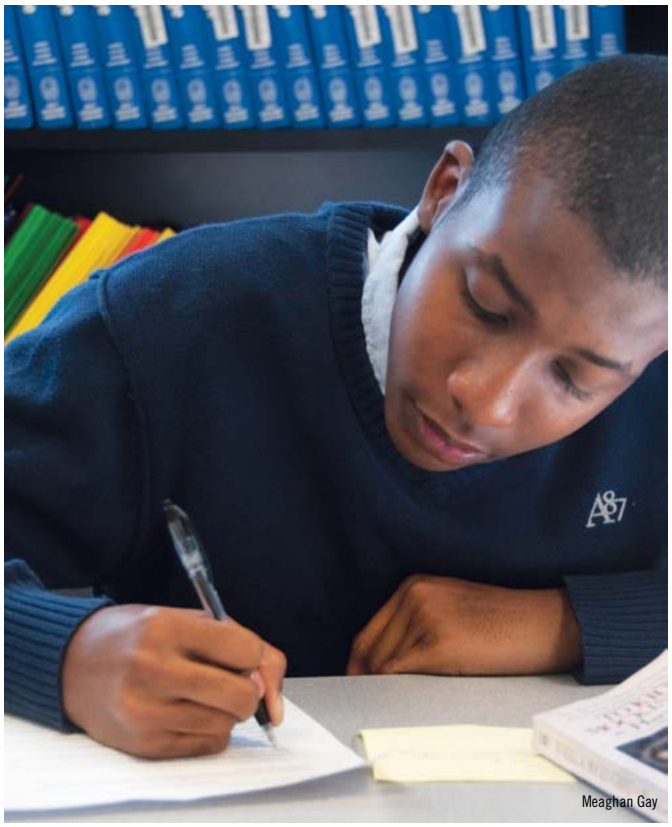
LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes the teacher's practice:*	**Ineffective** *The following best describes the teacher's practice:*
The teacher utilizes the most effective, research-based teaching strategies for some IEP goals, relevant standards, and other critical skills.	The teacher rarely or never utilizes the most effective, research-based teaching strategies for IEP goals, relevant standards, and other critical skills.
The teacher inconsistently implements ABA techniques or implements them with varying levels of fidelity.	The teacher rarely or never implements ABA techniques or implements them without fidelity.
The teacher inconsistently selects which ABA techniques to implement based on the needs of each student.	The teacher rarely or never selects which ABA techniques to implement based on the needs of each student, or rarely or never uses ABA techniques.
The teacher inconsistently uses the principles of reinforcement effectively with students to maximize learning.	The teacher rarely or never uses the principles of reinforcement with students to maximize learning.

Andy Le

Andy Le

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

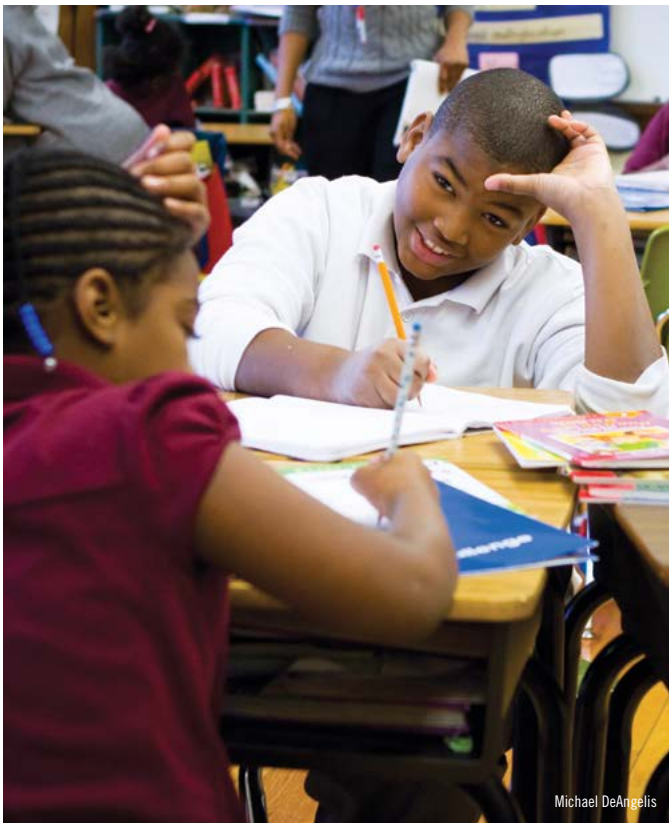
LEVEL 4 (HIGHEST)	LEVEL 3
ABA 4 STUDENT PROGRESS ASSESSMENT AND INTERVENTIONS BASED IN PRINCIPLES OF ABA	
Highly Effective *The following best describes the teacher's practice:*	**Effective** *The following best describes the teacher's practice:*
A variety of ABA data collection techniques, such as probe data, trial-by-trial data, frequency data and/or permanent product data, are frequently used to analyze efficacy of teaching strategies.	Some ABA data collection techniques are used to analyze efficacy of teaching strategies.
Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher almost always intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques.	Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher usually intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques.
Data demonstrate that the teacher almost always assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.	Data demonstrate that the teacher usually assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.


Meaghan Gay

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes the teacher's practice:*	**Ineffective** *The following best describes the teacher's practice:*
ABA data collection techniques are inconsistently implemented and/or are rarely used to analyze efficacy of teaching strategies.	ABA data collection techniques are rarely or never used in the classroom.
Data, if collected, demonstrate that the teacher inconsistently intervenes when students are not progressing or are mastering targets more quickly than expected. Interventions, when implemented, are rarely analyzed.	Data, if collected, demonstrate the teacher does not intervene when students are not progressing or are mastering targets more quickly than expected.
Data demonstrate that the teacher inconsistently assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely makes appropriate interventions to work towards generalization and maintenance.	Data demonstrate that the teacher rarely or never assesses to determine whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely or never makes appropriate interventions to work towards generalization.

Michael DeAngelis


Michael DeAngelis

IEPT INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

What is IEP Timeliness?

This is a measure of the extent to which you complete your assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.

Why is this one of my IMPACT components?

Timely renewal of IEPs is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my IEP Timeliness be calculated?

In the spring, you will have the opportunity to confirm the IEPs for which you served as case manager. Your IEP Timeliness score will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).

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

If I have additional questions about IEP Timeliness, whom should I contact?

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

Andy Le

Michael DeAngelis

Bel Perez Gabilondo

IEPT INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
IEPT 1	INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS	
	Special education teacher completes **100%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.	Special education teacher completes **95–99%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.

Simona Monnatti

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Special education teacher completes **90–94%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.	Special education teacher completes **less than 90%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.

Michael DeAngelis

Bel Perez Gabilondo

ELT ELIGIBILITY TIMELINESS

What is Eligibility Timeliness?

This is a measure of the extent to which you complete the special education eligibility process for your assigned students within the timeframe and in accordance with the rules established by the DCPS Central Office.

Why is this one of my IMPACT components?

Timely completion of the special education eligibility process is critical to ensuring that our students receive all the services they need.

How will my Eligibility Timeliness be calculated?

In the spring, you will have the opportunity to confirm the students for whom you completed the special education eligibility process. Your Eligibility Timeliness score will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).

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

If I have additional questions about Eligibility Timeliness, whom should I contact?

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

Michael DeAngelis

Bel Perez Gabilondo

Brian Tropiano

ELT ELIGIBILITY TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
ELT 1	ELIGIBILITY TIMELINESS	
	Special education teacher completes the special education eligibility process for **100%** of her/his assigned students within the timeframe and in accordance with the rules established by the DCPS Central Office.	

Andy Le

LEVEL 2	LEVEL 1 (LOWEST)
	Special education teacher completes the special education eligibility process for **less than 100%** of her/his assigned students within the timeframe and in accordance with the rules established by the DCPS Central Office.

Meghan Gay

CSC COMMITMENT TO THE SCHOOL COMMUNITY

What is Commitment to the School Community?

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

Why is this one of my IMPACT components?

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

How will my Commitment to the School Community be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section. The first assessment will occur by December 15 and the second by June 13. For more information about school-specific CSC expectations, please contact your administrator.

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

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

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

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

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

Michael DeAngelis

Michael DeAngelis

Bel Perez Gabilondo

Bel Perez Gabilondo

Michael DeAngelis

Michael DeAngelis

Bel Perez Gabilondo

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1	**SUPPORT OF THE LOCAL SCHOOL INITIATIVES**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local initiatives include: 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.

CSC COMMITMENT TO THE SCHOOL COMMUNITY

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

Andy Le

Brian Tropiano

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **sometimes** engages students' families as valued partners in an effective manner.	Teacher **rarely or never** engages students' families as valued partners in an effective manner.
Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.	Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.

Andy Le

Andy Le

CP CORE PROFESSIONALISM

What is Core Professionalism?

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

How will my Core Professionalism be assessed?

Your administrator will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 15 and the second by June 13.

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

How will my Core Professionalism be rated?

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

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

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

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

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

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

SAMPLE RATING CHART

CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/15	CYCLE ENDS 6/13	OVERALL
CP SCORE *(Lowest of CP 1 to CP 4)*	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	

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

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

Michael DeAngelis

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

CP CORE PROFESSIONALISM

	MEETS STANDARD	SLIGHTLY BELOW STANDARD
CP 1	**ATTENDANCE**	
	Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2	**ON-TIME ARRIVAL**	
	Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3	**POLICIES AND PROCEDURES**	
	Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	**With rare exception,** individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4	**RESPECT**	
	Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	**With rare exception,** individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

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

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

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

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

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

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

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

CANVAS

Canvas (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.

LEAP

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

leap
learning together
to advance our practice

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

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

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

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

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

TEACHING IN ACTION

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

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

FOR SPECIAL EDUCATION TEACHERS

The DCPS Central Office offers a variety of professional development opportunities throughout the summer and school year. Priorities for Group 3a include specific curriculum and intervention training in Attainment, Edmark, and Failure Free reading. Safetycare training and re-certification are available throughout the school year. Members of the Communication and Education Support (CES) team provide specific trainings in Applied Behavioral Analysis, transition, and workforce development. Finally, paraprofessionals may be included in all of these sessions once they complete the four course, paraprofessional scope and sequence.

Special Education Data System (SEDS) training is offered regularly to support teachers in using the EasyIEP program. SEDS training assists teachers in navigating the data system, accessing Individualized Education Programs (IEPs), analyzing and entering data, and ordering assessments. To sign up for training, visit https://octo.quickbase.com/db/berthuw6f.

The Office of the State Superintendent of Education (OSSE) provides professional development and technical assistance for special education teachers, including workshops on data-driven instruction, assessment, behavior interventions, secondary transitions, and more. For additional information about this support, visit the Division of Special Education (DSE) Training and Technical Assistance Unit section of the OSSE website at http://osse.dc.gov.

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities, gifts, and talents. The CEC offers professional development through webinars, conferences, and workshops, and posts resources on the Teaching and Learning Center page of their website.

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.

- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit www.teamsters639.com.

- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit www.councilofschoolofficers.org.

- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 5,000 members in Washington, D.C., including teachers, instructional coaches, library media specialists, counselors, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit www.wtulocal6.org.

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.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Essential Practices (EP)	3.70	x 55	= 203.5
Teacher-Assessed Student Achievement Data (TAS)	4.00	x 15	= 60.0
Applied Behavior Analysis for CES Classrooms (ABA)	3.75	x 10	= 37.5
Individualized Education Program Timeliness (IEPT)	3.50	x 5	= 17.5
Eligibility Timeliness (ELT)	4.00	x 5	= 20.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**374**

Step 3

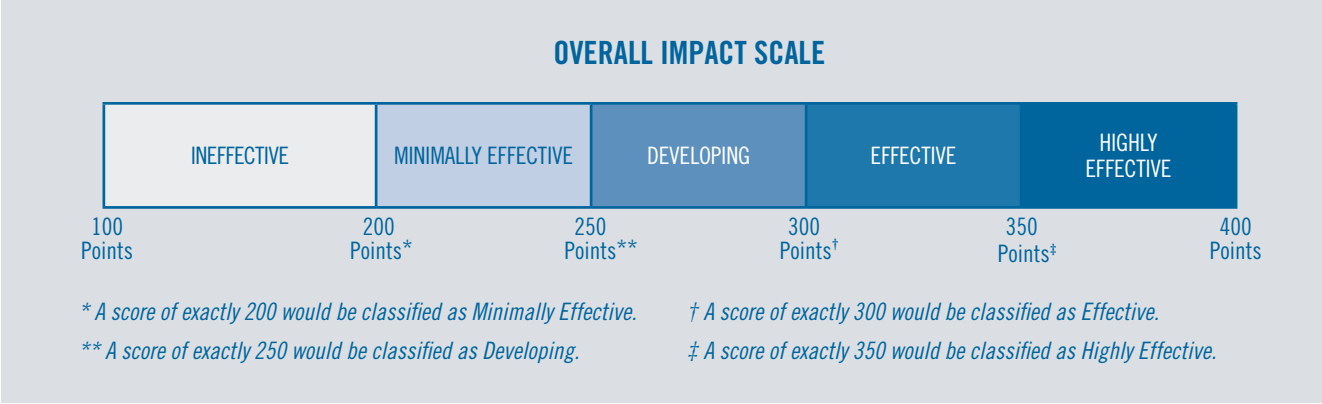
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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

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

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

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

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

Note: In very rare cases, a principal may recommend that a teacher be separated more expeditiously than outlined above if the teacher's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that a teacher who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel comprised of senior leaders in DCPS will review the recommendation and issue a decision. Teachers will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

If I have a concern about my rating, whom should I contact?

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

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

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

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

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation.

What can I do if I disagree with my final rating?

If you receive a final IMPACT rating of Ineffective, Minimally Effective, or Developing and you would like to appeal your rating, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will convene to review all appeals and provide a recommendation to the Chancellor who will make a final decision. More information regarding the Chancellor's Appeals Process and final IMPACT scores will be shared with eligible employees.

Note: Employees may have other appeals options available through their union's collective bargaining agreement and are encouraged to contact their union representative for more information.

Will my IMPACT evaluation be affected by my position at an Extended Year school?

No. For the 2016–2017 school year, your IMPACT evaluation will not be affected if your school transitioned to Extended Year. You will continue to receive all components of your evaluation, as indicated in your guidebook, with the same deadlines as schools that have not transitioned to Extended Year.

IMPACT*plus* — WTU

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus. Teachers in Groups 1–7 at high-poverty schools are eligible for base salary increases upon reaching the Advanced, Distinguished, or Expert LIFT stages.

How do I know if I am a WTU member?

Teachers, instructional coaches, counselors, library media specialists, and others are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

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

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

How does it work?

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

Andrea Leoncavalla

PART 1: ANNUAL BONUS

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 TARGETED SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$10,000	Additional $10,000	$20,000
	Low-Poverty	$2,000	n/a	$2,000

How do I know my school's poverty level?

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

Why do teachers in high-poverty schools receive higher bonuses?

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

Why do teachers who work in the 40 targeted schools receive a special add-on?

One of the goals outlined in DCPS's five year strategic plan, *A Capital Commitment,* is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We felt it was appropriate to recognize the most effective educators in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 targeted schools?

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

If I *retire* at the end of the 2016–2017 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2016–2017 school year, will I be eligible for the bonus?

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

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

No.

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

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

Are there any conditions attached to accepting this bonus?

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

Am I required to accept the bonus?

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

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

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

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

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

When will I receive my bonus?

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

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

Yes.

If I earn a Highly Effective rating again in the next school year (2017–2018), will I be eligible for another bonus?

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

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

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

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

ADVANCED TEACHER STAGE

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

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

DISTINGUISHED TEACHER STAGE

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

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

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

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

EXPERT TEACHER STAGE

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

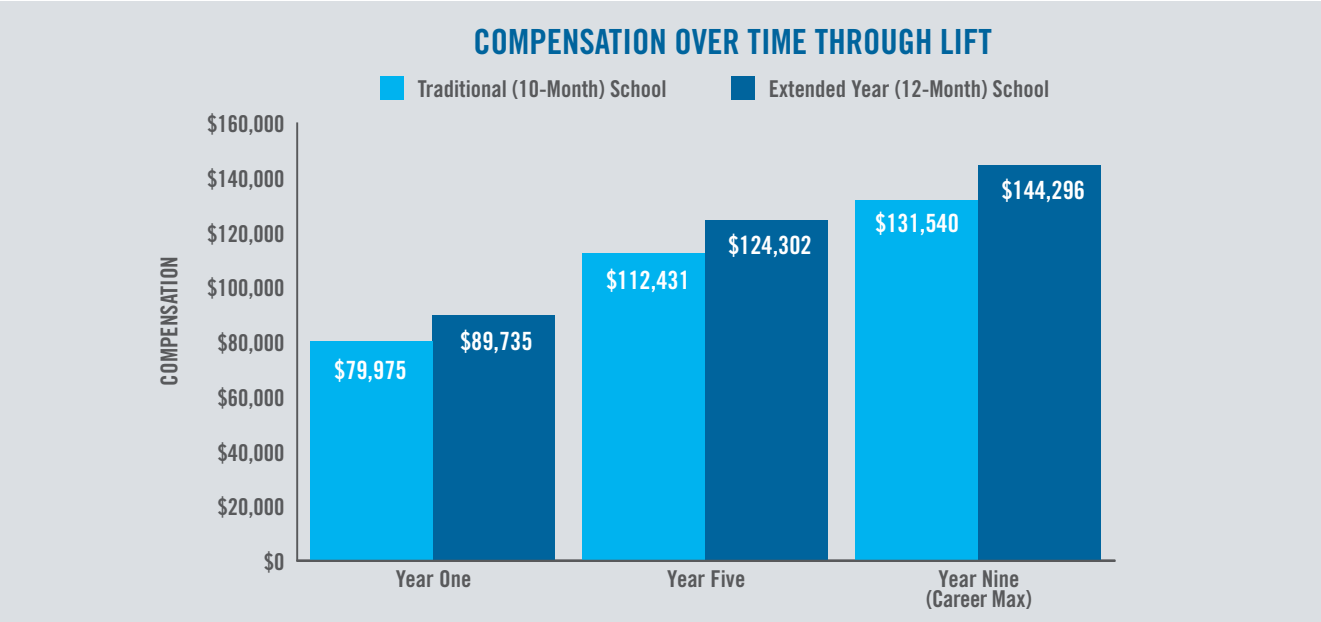
The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit.

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

How will my compensation increase over time through LIFT?

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

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



Will the service credit count for retirement eligibility?

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

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

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

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

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

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

Am I required to accept the increase in base salary?

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

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

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

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

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

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

IMPACT*plus* — CSO

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

All CSO members who earn a final IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACT*plus*.

How do I know if I am a CSO member?

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

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

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

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

How does the annual bonus work?

The chart below describes the bonus structure.

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

How do I know my school's poverty level?

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

Why do CSO members in high-poverty schools receive higher bonuses?

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

Why do CSO members who work in the 40 targeted schools receive a special add-on?

One of the goals outlined in DCPS's five year strategic plan, A Capital Commitment, is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We felt it was appropriate to recognize Highly Effective staff in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 targeted schools?

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

If I *retire* at the end of the 2016–2017 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2016–2017 school year, will I be eligible for the bonus?

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

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

No.

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

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

When will I receive my bonus?

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

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

Yes.

If I earn a Highly Effective rating again in the next school year (2017–2018), will I be eligible for another bonus?

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

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

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

CONCLUDING MESSAGE

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

Our strategic plan, *A Capital Commitment,* is an ambitious vision of what our collective impact will be by 2017, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what's possible.

While the goals we have set are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.

NOTES

NOTES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

1200 First Street, NE
Washington, DC 20002
www.dcps.dc.gov