Special Education Teacher LEAP Leaders

GROUP
3e

IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2020
2021

TABLE OF CONTENTS

2 Putting Growth First

4 Overview

5 IMPACT Components

62 Putting It All Together

66 IMPACT*plus*

74 Concluding Message

PUTTING GROWTH FIRST

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

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success. IMPACT supports professional growth by:

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

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

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

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

4
BANNEKER
4
BANNEKER
4
4

GROUP 3e: OVERVIEW

Who is in Group 3e?

Group 3e consists of special education teacher LEAP Leaders of students in grades 1–12.

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

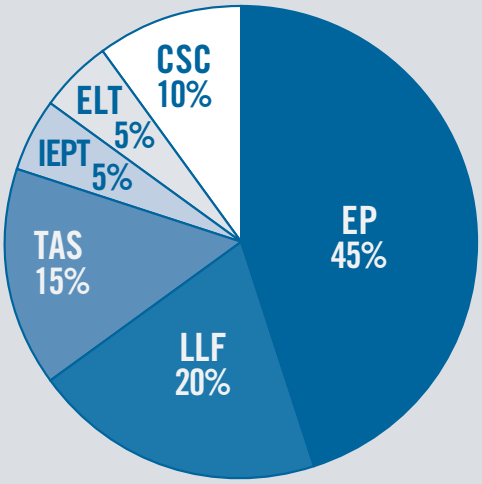
There are seven IMPACT components for members of Group 3e. Each is explained in greater detail in the following sections of this guidebook.

- **Essential Practices (EP)** — These are a measure of your instructional expertise. This component makes up 45% of your IMPACT score.
- **LEAP Leadership Framework (LLF)** — This is a measure of your LEAP leadership expertise. This component makes up 20% 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.
- **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.

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

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

IMPACT COMPONENTS FOR GROUP 3e



- Essential Practices (EP)*
- LEAP Leadership Framework (LLF)
- Teacher-Assessed Student Achievement Data (TAS)
- Individualized Education Program Timeliness (IEPT)
- Eligibility Timeliness (ELT)
- Commitment to the School Community (CSC)

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

EP1: Cultivate a responsive learning community

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

EP2: Challenge students with rigorous content

- Element 2.A – Rigorous Content

EP3: Lead a well-planned, purposeful learning experience

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

EP4: Maximize student ownership of learning

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

EP5: Respond to evidence of student learning

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

Why do we need the DCPS Essential Practices?

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

Who developed the DCPS Essential Practices?

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

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

How will I be scored on the DCPS Essential Practices rubric?

For each formal IMPACT observation, your evaluator(s) will assess which level (4, 3, 2, 1) provides the best description of the instructional practice observed for each element of the rubric. Element scores will then be averaged together, as applicable, to form an overall score for each Essential Practice. The five Essential Practice scores are averaged to create the overall observation score. To view an example of how the Essential Practices are scored, see the sample score chart on the next page.

For virtual observations only, evaluators may select "Not Scored," instead of a score for certain elements if they are not able to

gather the necessary evidence to provide a score due to the limitations of technology. If an evaluator selects "Not Scored" for an element, the other element of that Essential Practice standard will count as the teacher's score for that standard.

Who conducts IMPACT observations?

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

How many IMPACT observations will I receive?

The number of formal IMPACT observations you receive at your school(s) 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 require different types of feedback, support, and recognition.

All teachers at the Teacher, Established, Advanced, and Distinguished LIFT stages will receive two formal IMPACT observations; all Expert Teachers will receive at least one formal IMPACT observation. Expert Teachers who receive a Cycle 1 observation score of 3.0 or higher 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.

SAMPLE SCORE CHART

DCPS ESSENTIAL PRACTICES (EP)

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

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

LIFT STAGES

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	2	2	2	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.*

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

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

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

How long will each formal IMPACT observation last?

Each formal in-person observation will last at least 30 minutes; your observation may last longer than 30 minutes. Each formal virtual observation will last at least 15 minutes; your observation may last longer than 15 minutes. In some cases, an observer may observe multiple lessons to view at least 15 minutes of instruction.

Will my formal IMPACT observation be in-person or virtual?

Your formal IMPACT observation may be either in-person or virtual.

Will I receive an informal observation?

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

Will IMPACT observations be announced or unannounced?

IMPACT observations are unannounced.**

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

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

How will I receive feedback from my IMPACT observation?

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

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

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

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

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

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

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

ESSENTIAL 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 PRACTICES
Specialized Instruction

ESSENTIAL PRACTICE 1 — CULTIVATE A RESPONSIVE LEARNING COMMUNITY

English Language Arts Content-Specific Examples

Leap Module Examples

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

K–5 LEAP modules feature the following core instructional practices:
- Flexibly move students in and out of groups as their instructional needs change
- Plan opportunities to leverage collaborative conversations as a structure supporting evidence-based writing
- Cultivate a literacy rich environment that promotes a love of reading and writing

Grade 6–12 LEAP modules feature the following core instructional practices:
- Employ targeted strategies to support students in comprehending the text
- Design and implement lessons that develop students' ability to develop clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audiences
- Use academic discourse structures to support students in analyzing the text, clarifying, and challenging ideas persuasively
- Support students in exploring writers' use of varied syntax to create effect

Mathematics Content-Specific Examples

Leap Module Examples

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

K–8 LEAP modules feature the following core instructional practices:
- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Allocate sufficient wait time so that more students can formulate and offer responses
- Praise students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems

Grade 9–12 LEAP modules feature the following core instructional practices:
- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Select and sequence student approaches and solution strategies for whole-class analysis and discussion
- Help students realize that confusion and errors are natural parts of learning by facilitating discussions on mistakes, misconceptions, and struggles

Social Studies Content-Specific Examples

Leap Module Examples

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

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

Science Content-Specific Examples

Leap Module Examples

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

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

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4

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

For example, the teacher:
- Supplements curricular materials or makes instructional choices that build students' interest in the content
- Makes meaningful connections between the content and other content areas/academic disciplines and/or students' lives
- Has students grapple with compelling questions and ideas
- Demonstrates deep commitment to the discipline and/or enthusiasm about the content
- 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 is:
- Neither challenging for students nor aligned to appropriate content standards
- Developmentally inappropriate for students' age and/or grade level

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

English Language Arts Content-Specific Examples

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

Social Studies Content-Specific Examples

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

ESSENTIAL PRACTICE 2 — CHALLENGE STUDENTS WITH RIGOROUS CONTENT

Mathematics Content-Specific Examples

Essential Practice Examples

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

For example, mathematics content:

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

Leap Module Examples

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

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

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

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

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

Science Content-Specific Examples

Essential Practice Examples

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

For example, science content:

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

Leap Module Examples

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

LEAP modules feature the following core instructional practices:

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

WORD WALL

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

English Language Arts Content-Specific Examples

Essential Practice Examples

This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ questions and tasks, both oral and written, that are text-specific.

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

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

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

Leap Module Examples

In addition to the planning and application time provided in every module, some LEAP modules focus on research-based practices for structuring instruction or developing specific strategies for making content clear and accessible to all students.

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

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

Social Studies Content-Specific Examples

Essential Practice Examples

This practice aligns with the C3 Framework, especially Dimension 1: Developing Questions and Planning Inquiries.

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

Leap Module Examples

In addition to the planning and application time provided in every module, some LEAP modules focus on specific research-based practices for planning social studies learning experiences.

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

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

Mathematics Content-Specific Examples

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

Science Content-Specific Examples

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

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

English Language Arts Content-Specific Examples

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

Social Studies Content-Specific Examples

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

ESSENTIAL PRACTICE 4 — MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Mathematics Content-Specific Examples

Essential Practice Examples	This practice aligns with the Standards for Mathematical Practice and Instructional Practice Guide (IPG) 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.	Leap Module Examples	LEAP modules support teachers in planning and implementing instruction that engages students in meaningful cognitive work and that moves them towards higher-level understanding of complex mathematical concepts.

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)

K–8 LEAP modules feature the following core instructional practices:
- Support students in exploring tasks without taking over student thinking
- Allocate substantial instructional time for students to use, discuss, and make connections among representations
- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches in written responses

Grade 9–12 LEAP modules feature the following core instructional practices:
- Pose tasks on a regular basis that require a high level of cognitive demand
- Support students in exploring tasks without taking over student thinking
- Encourage the use of different representations, including words, diagrams/graphs, algebraic representations, and tables, that support students in explaining their thinking and reasoning as well as making connections among representations

Science Content-Specific Examples

Essential Practice Examples	This practice aligns with the Next Generation Science Standards (NGSS) Science and Engineering Practices.	Leap Module Examples	LEAP modules support teachers in engaging their students in the Science and Engineering Practices as a primary mode of instruction.

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

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

8 9 10

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

5.A Evidence of Learning

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)
- 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.*

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

English Language Arts Content-Specific Examples

Leap Module Examples

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

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

Grade 6–12 LEAP modules feature the following core instructional practices:
- Establish structures to provide effective feedback to students as they develop and strengthen writing (as needed) by revising, editing, rewriting, or trying a new approach
- Establish systems and structures of monitoring collaborative conversations and for sharing explicit feedback with students to strengthen their point of view, reasoning, use evidence, and/or rhetoric
- Provide a variety of scaffolds to support students' use of academic language and textual evidence during collaborative conversations

Mathematics Content-Specific Examples

Leap Module Examples

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

K–8 LEAP modules feature the following core instructional practices:
- Elicit and gather evidence of student understanding at strategic points during the lesson
- Make in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend learning
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems
- Anticipate what students might struggle with during a lesson and be prepared to support them productively through the struggle

Grade 9–12 LEAP modules feature the following core instructional practices:
- Regularly monitor student progress towards the learning goal and provide scaffolds and extensions when appropriate
- Elicit and gather evidence of student understanding during strategic points in the instruction
- Ask students to explain and justify their solutions — placing value on the explanation and reasoning and the solution
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems

Social Studies Content-Specific Examples

Leap Module Examples

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

LEAP modules feature the following core instructional practice:
- Evaluate student progress toward mastery of DCPS social studies curriculum power standards

Science Content-Specific Examples

Leap Module Examples

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

LEAP modules feature the following core instructional practices:
- Measure student progress toward mastery of NGSS
- Incorporate student evaluation of their learning in the formative and summative assessment processes

LLF LEAP LEADERSHIP FRAMEWORK

What is the LEAP Leadership Framework?

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

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

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

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

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

Who developed the LEAP Leadership Framework (LLF)?

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

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

SAMPLE SCORE CHART

LEAP LEADERSHP FRAMEWORK STANDARDS (LLF)

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

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

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

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

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

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

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

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

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

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

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

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

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

LLF 1 FOSTER A POSITIVE LEAP TEAM CULTURE*

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

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

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

LLF LEAP LEADERSHIP FRAMEWORK

LEVEL 4 (HIGHEST)	LEVEL 3
LLF 2 PLAN FOR PURPOSEFUL LEAP SEMINARS	
LEAP Leader differentiates seminar content and/or activities to meet the needs of individual LEAP Team teachers.	LEAP Leader prepares for the seminar by internalizing the content and plans **challenging seminars with clear outcomes tailored to the needs** of the LEAP Team.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Tailors the seminar to a teacher's skill level and/or learning style* ■ *Conducts artifact analysis to identify individual teacher needs* ■ *Adapts seminar content and delivery to address misconceptions of individual teachers* ■ *Modifies tasks and activities to promote planning and practice around areas of need*	*For example, the LEAP Leader:* ■ *Reviews the module content such that he/she can deliver content fluently* ■ *Prepares materials (e.g., handouts, anchor charts, PowerPoints) in advance* ■ *Anticipates teachers' misconceptions and plans to address them* ■ *Strategically leverages the specialized instruction (SPED, ESL) resources when planning for LEAP Seminars* ■ *Collects and analyzes teacher artifacts and student work to inform seminar outcomes*
LLF 3 FACILITATE PURPOSEFUL LEAP SEMINARS	
LEAP Seminars are well-facilitated and teachers consistently **spend the majority of the time** doing meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.	LEAP Seminars are **well-facilitated** and include **sufficient** opportunities for teachers to do meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.
For example, the LEAP Seminar: ■ *Includes opportunities for feedback during the application portion of the seminar* ■ *Encourages participation so the conversation is balanced, diverse, and inclusive* ■ *Connects agenda items to seminar outcomes* ■ *Thoughtfully addresses needs and priorities of SPED and ESL teachers, as applicable* ■ *Includes observable, sequential directions, clear and concise explanations, and/or emphasizes key points* ■ *Includes opportunities for teachers to engage in student work analysis* ■ *Includes regular checks for understanding to assess teachers' progress* ■ *Supports shared learning with and among teachers* ■ *Features mostly open-ended, non-rhetorical questions to deepen awareness and create new insight, includes think time, listens actively, and probes to follow up*	*For example, the LEAP Seminar:* ■ *Includes opportunities for feedback during the application portion of the seminar* ■ *Encourages participation so the conversation is balanced, diverse, and inclusive* ■ *Connects agenda items to seminar outcomes* ■ *Thoughtfully addresses needs and priorities of SPED and ESL teachers, as applicable* ■ *Includes observable, sequential directions, clear and concise explanations, and/or emphasizes key points* ■ *Includes opportunities for teachers to engage in student work analysis* ■ *Includes regular checks for understanding to assess teachers' progress* ■ *Supports shared learning with and among teachers* ■ *Features mostly open-ended, non-rhetorical questions to deepen awareness and create new insight, includes think time, listens actively, and probes to follow up*

LEVEL 2	LEVEL 1 (LOWEST)
LEAP Leader prepares for the seminar by internalizing the content, but seminar outcomes are **not challenging, unclear, and/or misaligned** to the needs of the LEAP Team.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Reviews the module content such that he/she can deliver content fluently* ■ *Prepares materials (e.g., handouts, anchor charts, PowerPoints) in advance* ■ *Provides seminar outcomes that are too easy or too difficult for the LEAP Team* ■ *Does not account for the needs of specialized instruction teachers when planning seminars* ■ *Does not tailor provided seminar outcomes to identified teacher needs*	*For example, the LEAP Leader:* ■ *Rarely or never prepares materials in advance* ■ *Reads seminar plan scripts verbatim*
Some aspects of LEAP Seminars are **not well-facilitated** and/or seminars include **insufficient** opportunities for teachers to do meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.	**The expectation of Level 2 practice is not met.**
For example, the LEAP Leader: ■ *Provides few opportunities for teachers to discuss the content* ■ *Does not effectively pace seminars* ■ *Facilitates conversations in which some teachers participate less often than others* ■ *Provides confusing/overly-complicated directions and does not highlight key points* ■ *Misses opportunities to be inclusive of SPED and ESL teachers* ■ *Conducts too few checks for understanding or does not adjust facilitation in response to misunderstanding* ■ *Asks mostly closed-ended questions and/or provides insufficient think time*	*For example, the LEAP Leader:* ■ *Does not provide opportunities for planning/practice* ■ *Does not include opportunities for teachers to discuss the content* ■ *Reads the module script verbatim*

LLF LEAP LEADERSHIP FRAMEWORK

	LEVEL 4 (HIGHEST)	LEVEL 3
LLF 4	**PLAN FOR MEANINGFUL COACHING CONVERSATIONS**	
	LEAP Leader explicitly connects feedback and action steps to a larger, long-term arc of professional learning.	LEAP Leader uses **data* to assess teachers' coaching needs** and effectively plans for application of **high-leverage action steps.**
	For example, the LEAP Leader: *Level 3 examples AND* ■ *Connects action steps/priorities to prior feedback/ suggestions for improvement* ■ *Provides specific action steps/priorities that are relevant to both upcoming lessons and long-term planning* ■ *Establishes purpose for action steps/priorities by explaining how they promote progress toward larger goals*	*For example, the LEAP Leader:* *Level 2 examples AND* ■ *Prepares action steps/priorities for teachers aligned to their skill level and the LEAP module* ■ *Plans probing questions and/or prompts that promote teachers' reflection* ■ *Strategically chooses artifacts from the observation to prompt reflection* ■ *Analyzes teacher practice data and uses data to inform action steps/priorities* ■ *Identifies appropriately granular instructional adjustments* ■ *Uses knowledge of best practices for SPED and ESL teachers (e.g., co-teaching) to create appropriate action steps/priorities*
LLF 5	**FACILITATE MEANINGFUL COACHING CONVERSATIONS**	
	LEAP Leader meets teachers where they are and empowers them with appropriate ownership of the debrief.	LEAP Leader consistently provides meaningful coaching support and teachers **spend the majority of the time** engaged in planning/ practice.
	For example, the LEAP Leader: *Level 3 examples AND* ■ *Provides either facilitative or directive coaching aligned to teacher needs* ■ *Provides teachers with frequent opportunities to reflect on their own practice* ■ *Reinforces growth mindset when delivering constructive feedback*	*For example, the LEAP Leader:* ■ *Efficiently highlights teacher and student actions that are going well* ■ *Asks probing questions to support teachers in identifying appropriate action steps/priorities* ■ *Analyzes lessons and student work with teachers to identify areas for improvement* ■ *Provides feedback on lesson plans/planning done during the debrief* ■ *Provides feedback on teacher's practice of upcoming lessons from the coach and/or student perspective* ■ *Facilitates joint meetings with general education teacher and SPED and ESL teachers to align action steps/ priorities*

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

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

LLF LEAP LEADERSHIP FRAMEWORK

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

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

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

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

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 PARCC.

What assessments can I use?

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

Why is this one of my IMPACT components?

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

In addition, we recognize that the 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.

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.

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

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

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

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

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

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

Note:

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

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

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.

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

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.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	
	Case manager completes **100%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.	Case manager 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)
Case manager completes **90–94%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office.	Case manager 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) or 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.

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

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.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; 3) your efforts to promote high academic and behavioral expectations; 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues. For SY20-21, the Commitment to the School Community rubric will include CSC 6, which measures fidelity to the structures and processes of the virtual learning model.

Why is this one of my IMPACT components?

This component was included because we believe every staff member in the building plays a critical role in ensuring the success of all students.

How will my Commitment to the School Community be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section. Given that each school has its own unique community, please reach out to your school leader to request your school's specific CSC rubric.

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

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 3	OVERALL *(Average of Cycles)*
CSC 1: Support of the Local School Initiatives	3.0	3.0	
CSC 2: Support Special Education and ELL Programs	4.0	4.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families	3.0	4.0	
CSC 5: Instructional Collaboration	3.0	4.0	
CSC 6: Virtual Instruction Model	4.0	3.0	
CSC SCORE *(Average of CSC 1 to CSC 6)*	3.50	3.67	3.59

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

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

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

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1	**SUPPORT OF THE LOCAL SCHOOL INITIATIVES**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed 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 DCPS grading policy; and emphasizing pride in self, school, and community.	

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

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

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4	**PARTNERSHIP WITH FAMILIES**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by 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**	
	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: grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.	
CSC 6	**VIRTUAL INSTRUCTION MODEL**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to support the school's virtual instruction model.	Teacher **consistently** meets the district and school expectations of virtual instruction structures and processes.
	Examples of the types of structures and processes for which teachers need to meet district and school expectations include: live instruction time thresholds; content time thresholds; online learning platform usage including asynchronous supports; communication with family and students regarding virtual instruction schedules and processes; Canvas Course Companions usage.	

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.
Teacher **sometimes** meets the district and school expectations of virtual instruction structures and processes.	Teacher **rarely or never** meets the district and school expectations of virtual instruction structures and processes.

CP CORE PROFESSIONALISM

What is Core Professionalism?

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

How will my Core Professionalism be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section.

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

How will my Core Professionalism be rated?

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

If you receive a Core Professionalism rating of Meets Standard in Cycle 1 and Cycle 3 (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall rating for this component will be Meets Standard and you will see no change in your final IMPACT score.

If you receive a rating of Slightly Below Standard on any standard of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. This is the case in the sample rating chart below.

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

If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your final IMPACT score (e.g. a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 3 result in a 30 point deduction from your final IMPACT score).

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

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

SAMPLE RATING CHART

CORE PROFESSIONALISM (CP)

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

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

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

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

Alfabeto de Español
Aa Bb Cc Ch ch
Dd Ee Ff Gg Hh
seis
six
seven

CP CORE PROFESSIONALISM

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

SIGNIFICANTLY BELOW STANDARD

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

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

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

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

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating.

Step 1

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

Step 2

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

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Essential Practices (EP)	3.7	x 45	= 166.5
LEAP Leadership Framework (LLF)	3.8	x 20	= 76.0
Teacher-Assessed Student Achievement Data (TAS)	4.0	x 15	= 60.0
Individualized Education Program Timeliness (IEPT)	3.0	x 5	= 15.0
Eligibility Timeliness (ELT)	4.0	x 5	= 20.0
Commitment to the School Community (CSC)	3.5	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**373**

Step 3

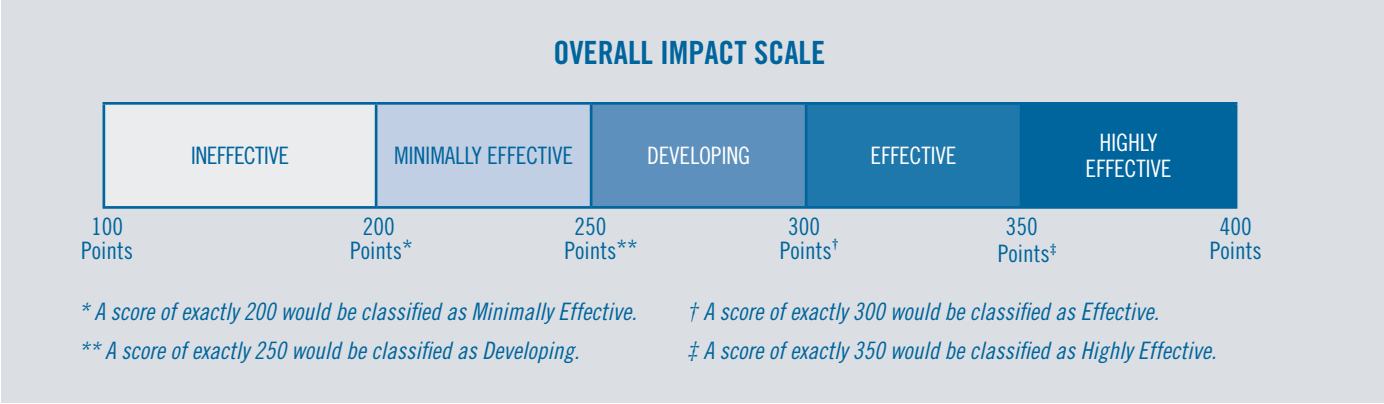
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

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

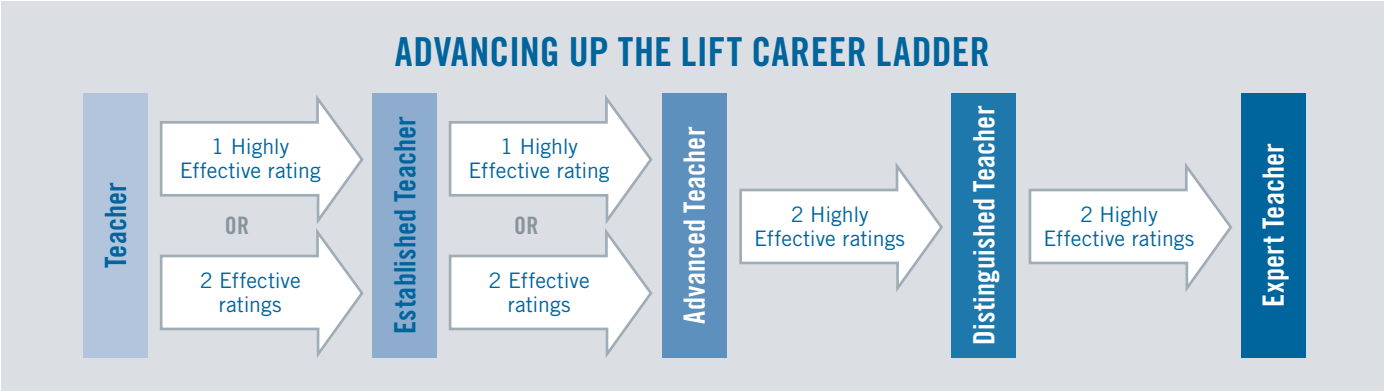
Step 5

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



Step 6

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



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

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. As teachers earn Highly Effective ratings, they are eligible to advance to the next Leadership Initiative For Teachers (LIFT) career stage, giving them access to a variety of leadership opportunities, as well as increased recognition. Members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) are eligible for additional compensation as outlined in the IMPACT*plus* section of this guidebook. All individuals rated as Highly Effective will progress normally on their pay scales.

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

Developing: This rating signifies performance that is below expectations. 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, an individual, regardless of union affiliation or position change, does not move beyond the Developing rating, he or she will be subject to separation.

Minimally Effective: This rating signifies performance that is significantly below expectations. A WTU or CSO member who earns a Minimally Effective rating will be held at his or her current salary step and will not advance on the LIFT ladder until he or she earns a rating of Effective or Highly Effective. If an individual, regardless of union affiliation or position change, receives two consecutive Minimally Effective ratings, he or she will be subject to separation.

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

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

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

If you ever have a concern, contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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

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

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

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

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

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

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

IMPACT*plus* — WTU

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

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

How do I know if I am a WTU member?

Teachers, instructional coaches, counselors, 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 impact.dcps@k12.dc.gov.

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

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

How does it work?

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

PART 1: ANNUAL BONUS

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) 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 LIFT/IMPACT*plus* page on Canvas. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

What are the Comprehensive Support and Improvement, type 1 (CS1) schools?

OSSE determines the Comprehensive School designations based on a school's School Transparency and Reporting (STAR) Framework score. The schools that score in the bottom 5% in the city on the STAR Framework as compared to their peers are designated as Comprehensive Support and Improvement, type 1 (CS1) schools, and this designation lasts for 3 years. For more information on CS1 schools, please visit OSSE's website at osse.dc.gov/investmentinschools.

Why do teachers in high-poverty and Comprehensive Support and Improvement, type 1 (CS1) schools receive higher bonuses?

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

How do I know if I work in one of the Comprehensive Support and Improvement, type 1 (CS1) schools?

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

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

Yes.

Will the bonus count toward my pension calculation?

No.

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

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

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

No.

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

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

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

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

Are there any conditions attached to accepting this bonus?

Yes. After accepting the bonus, you will no longer have access to the "extra year," early retirement, or buyout options if you are excessed at any time in the future and cannot find a placement at another school.

Am I required to accept the bonus?

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

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses in the following academic year.

Will the bonus be subject to taxes?

Yes.

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

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

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

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

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

ADVANCED TEACHER STAGE

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

DISTINGUISHED TEACHER STAGE

At the Distinguished Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries. The base salary increase will take two forms. First, teachers will move to the master's degree salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

EXPERT TEACHER STAGE

At the Expert Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries. The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit.

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

How will my compensation increase over time through LIFT?

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

Will the service credit count for retirement eligibility?

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

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

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

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

Yes. After accepting the increase, you will no longer have access to the "extra year," early retirement, or buyout options if you are excessed at any time in the future and cannot find a placement at another school.

Am I required to accept the increase in base salary?

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

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

No. A teacher who reached the Expert Teacher stage at a low-poverty school will become eligible if he or she moves to a high-poverty school, earns two consecutive Highly Effective ratings, and teaches in a high-poverty school for an additional year. In this circumstance, the teacher will be awarded the base salary increase at the start of the third consecutive year in a high-poverty setting.

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

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

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

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 impact.dcps@k12.dc.gov.

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

No. You only need agency fee status to be eligible for IMPACT*plus*. To learn more about 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 COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) 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 LIFT/IMPACT*plus* page on Canvas If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

What are the Comprehensive Support and Improvement, type 1 (CS1) schools?

OSSE determines the Comprehensive School designations based on a school's School Transparency and Reporting (STAR) Framework score. The schools that score in the bottom 5% in the city on the STAR Framework as compared to their peers are designated as Comprehensive Support and Improvement, type 1 (CS1) schools, and this designation lasts for 3 years. For more information on CS1 schools, please visit OSSE's website at osse.dc.gov/investmentinschools.

Why do CSO members in high-poverty and Comprehensive Support and Improvement, type 1 (CS1) schools receive higher bonuses?

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

How do I know if I work in one of the Comprehensive Support and Improvement, type 1 (CS1) schools?

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

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

Yes.

Will the bonus count toward my pension calculation?

No.

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

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

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

No.

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

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

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses in the following academic year.

Will the bonus be subject to taxes?

Yes.

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

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

CONCLUDING MESSAGE

This system is called "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. In fact, DCPS is on the rise because great educators and staff like you support our students in and outside the classroom. The vibrant, dedicated, and diverse adults in our schools drive our achievements, including a rising enrollment rate, improved student achievement, and increased student satisfaction.

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

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

NOTES

NOTES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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