

# Special Education Teachers

GROUP  
3



# IMPACT



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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

2015  
2016



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# LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the 2015–2016 school year, I am proud to celebrate how much progress we have made toward our ambitious goals: our graduation rate is rising, student satisfaction is higher than ever before, our enrollment continues to increase, and this year we opened four new schools across the city! At the same time, there is still much work to be done to ensure a world-class education for *all* our students, which is why we are investing in three strategic priorities this year.

## Equity across the curriculum

We are investing in academic rigor across DCPS in a brand new way. Our Cornerstone learning experiences will help our teachers deliver instruction that is rich, challenging, and deeply engaging for students. Developed by our very best teachers and supported by new resources and professional development, these Cornerstones range from one-day lessons to longer projects and teach skills that are critical to student success.

We are also pleased to announce the launch of the Teaching and Learning Framework (TLF) e-Clips: interactive, online learning modules that feature DCPS teachers and students engaged in highly effective practice. The e-Clips are aligned with the TLF, highlight specific instructional strategies, and include tips and resources from master educators. We know that great teaching leads to great student outcomes, and we are excited to support our teachers with this resource.

## Equity in our high schools

We are building upon previous years' support of our elementary and middle schools by now focusing on our high schools. We want to offer our students courses that prepare them for college and allow them the opportunity to explore their career interests. We also want to give students unique, formative experiences like debate team, athletics, yearbook club, and band that make the high school experience so rich. We will provide these opportunities in every DCPS high school by offering at least 20 elective courses, at least six Advanced Placement (AP) courses, Career and Technical Education (CTE) courses that lead to high-wage and high-demand jobs, and robust counseling services to guide students through high school and beyond.

## Equity for our young men of color

We have also launched a long-term initiative designed to support our young men of color. This year, we will have 500 mentors working with our young men to build positive relationships and increase literacy skills. In addition, we are funding school-based grants to help put into action our teachers' best ideas about how to support our young men of color. Finally, we are launching an all-male college preparatory high school dedicated to ensuring that our young men succeed in college and beyond.

The success of our students hinges on the work **you** do every day in your classroom. I am honored to work alongside you as we move forward with urgency and optimism. We are DCPS, and we **are** doing this!

Sincerely,  
Kaya Henderson



*Chancellor, District of Columbia Public Schools*



Michael DeAngelis



Simona Monnatti



Bel Perez Gabilondo

# PUTTING GROWTH FIRST

## How does IMPACT support my growth?

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

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

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

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



Michael DeAngelis



Bel Perez Gabilondo



Michael DeAngelis

# GROUP 3: OVERVIEW

## Who is in Group 3?

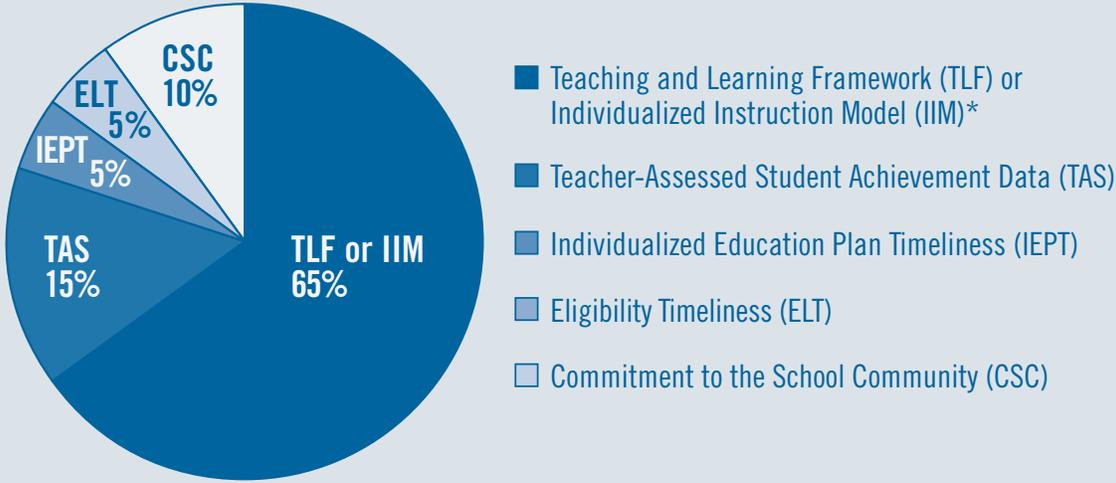
Group 3 consists of all grades 1–12 special education teachers. Full-time Communication and Education Supports (CES) program special education teachers are in Groups 3a and 3c.

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

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

- **Teaching and Learning Framework (TLF) or Individualized Instruction Model (IIM)** — These are both measures of your instructional expertise. Observers will use the Individualized Instruction Model when assessing a teacher who is supporting students while another teacher leads whole-class instruction. This component makes up 65% 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 Plan Timeliness (IEPT)** — This is a measure of the extent to which you complete your assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction. 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 Office of Specialized Instruction. This component makes up 5% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

### IMPACT COMPONENTS FOR GROUP 3



\* The Teaching and Learning Framework (TLF) component will expand to replace components of the pie that cannot be scored.

### What is the Teaching and Learning Framework?

The Teaching and Learning Framework is the school system's definition of effective instruction. It outlines the key strategies that we believe lead to increased student achievement. As the graphic to the right illustrates, the framework has three "domains," or sections: Plan, Teach, and Increase Effectiveness.

### Why do we need a Teaching and Learning Framework?

The framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective instruction, which enables us to align all of our professional development. Second, it provides clear expectations for teachers, thereby creating the foundation for a comprehensive assessment system like IMPACT.

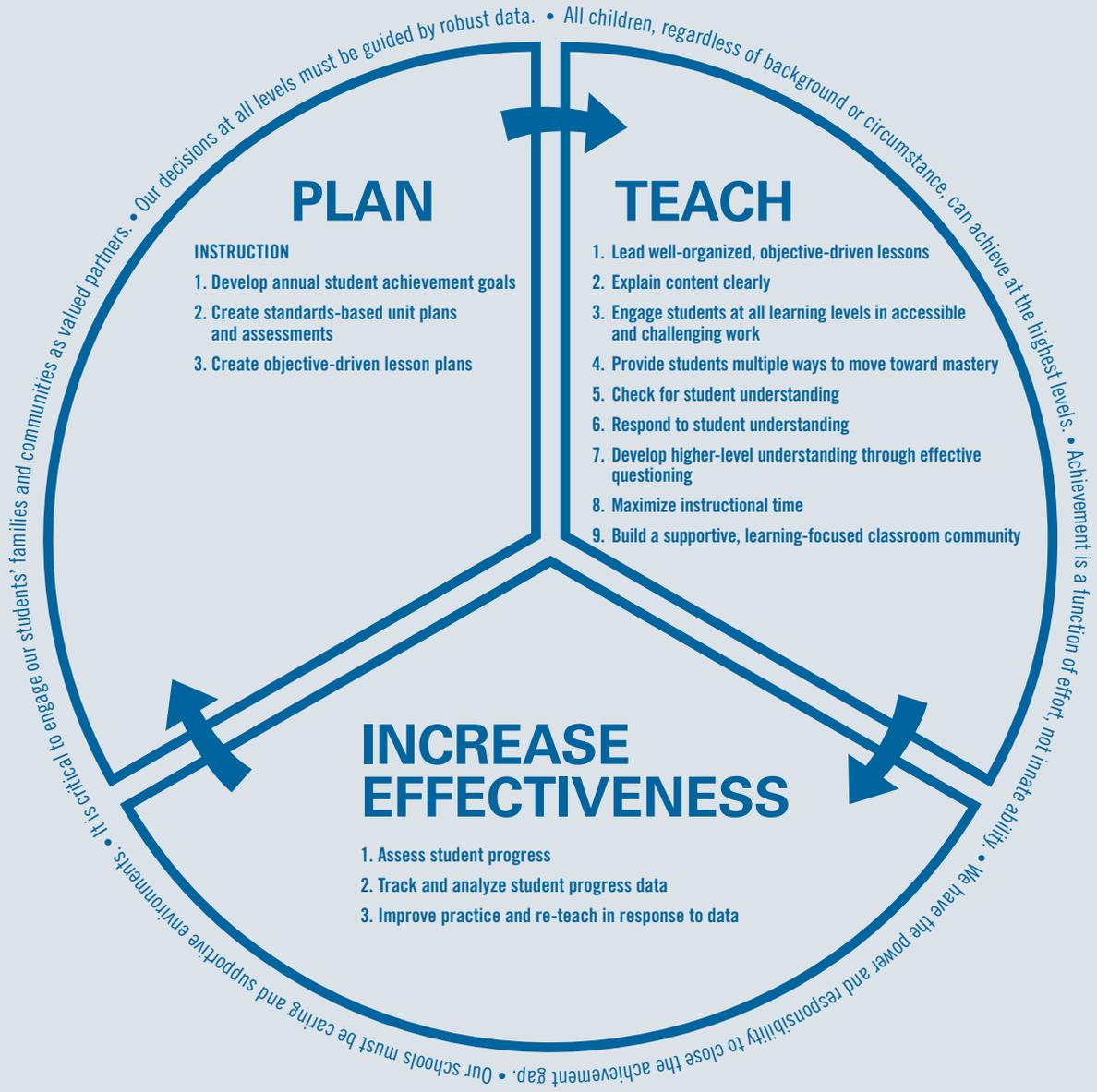
### Who initially developed the Teaching and Learning Framework?

Teachers, administrators, instructional staff from the DCPS central office, and many others participated in the development of the framework during the 2008–2009 school year. As part of that process, we consulted numerous sources, including:

- California's *Standards for the Teaching Profession*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teachers*
- Colorado's *Performance Based Standards*
- Connecticut's *Common Core of Teaching*
- Doug Reeves' *Unwrapping the Standards*
- Grant Wiggins & Jay McTighe's *Understanding by Design*
- Insight Education Group's *Strategic Design for Student Achievement*
- Martin Haberman's *Star Teacher*
- Massachusetts' *Principles for Effective Teaching*
- Mike Schmoker's *Results Now*
- National Board's *Professional Teaching Standards*

- New Teacher Center's *Developmental Continuum*
- New York State's *Teacher Certification Framework*
- North Star Academy's *Teacher Evaluation Rubric*
- Research for Better Teaching's *Skillful Teacher*
- Robert Marzano's *Classroom Instruction that Works*
- Robert Pianta's *Classroom Assessment Scoring System*
- Teach for America's *Teaching as Leadership*
- Texas' *TxBess Framework*

# TEACHING AND LEARNING FRAMEWORK



### **How are the Teach standards assessed?**

The Teaching and Learning Framework provides for a holistic approach to assessment. For each standard, it asks observers to assess which level (4, 3, 2, 1) provides the best *overall* description of the teacher's practice based on the elements measured by each row of the rubric.

### **How has the Teaching and Learning Framework changed?**

No changes were made to the Teaching and Learning Framework in preparation for the 2015–2016 school year.

### **Who conducts formal observations?**

Formal observations will be conducted by administrators (principals or assistant principals) and by impartial, third party observers called master educators. During these observations, your practice will be assessed according to the rubric at the conclusion of this section.

### **Will I be assessed on the entire Teaching and Learning Framework this year?**

No. We are only assessing teachers on the Teach domain during the 2015–2016 school year.

### **What is a master educator?**

A master educator is an expert practitioner in a particular content area who will serve as an impartial observer of your practice. The master educators are not school-based. Instead, they travel from school to school to conduct their observations. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, a perfect pairing cannot always be achieved.

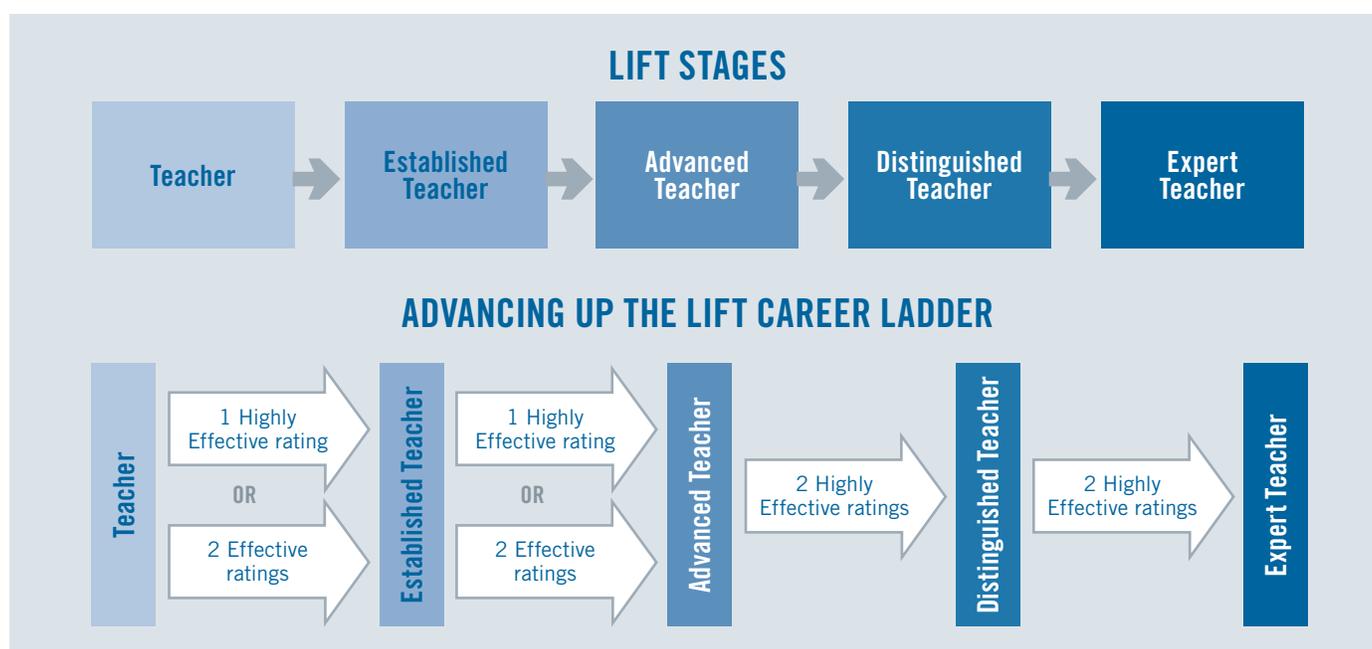
### **Where did the idea for the master educators come from?**

The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher, who was familiar with their content area, to be a part of the assessment process.

### How many formal observations will I have?

The number of formal observations you receive will depend on your stage in the Leadership Initiative For Teachers (LIFT)\* career ladder, as indicated in the table to the right. This differentiation reflects our belief that teachers at different performance and experience levels deserve different types of feedback, support, and recognition. The following pages provide a more detailed description of how teachers at each stage will be observed.

LIFT STAGE	# OF FORMAL OBSERVATIONS	# OF REQUIRED INFORMAL†	TOTAL # OF OBSERVATIONS
Teacher	4	1	5
Established Teacher	4	1	5
Advanced Teacher	3–4	1	4–5
Distinguished Teacher	2–4	Not required	2–4
Expert Teacher	1–3	Not required	1–3‡



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

† Informal observations are explained later in this section.

‡ Per the requirements from the U.S. Department of Education and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of cycle 2 and 3 observations, principals will only submit one formal IMPACT report.

## TEACHER STAGE

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

Teachers at the Teacher stage will receive **five observations**. Four will be **formal** observations: two by an administrator and two by a master educator. During Cycle 1, these teachers will also receive one **informal** administrator observation.

#### TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17	MAR 3	JUNE 9
ADMIN INFORMAL (FULL)	ADMIN FORMAL		ADMIN FORMAL
	ME FORMAL		ME FORMAL
FEB 11			

*During Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by December 17, and a formal master educator observation will take place between January 4 and February 11.*

## ESTABLISHED TEACHER STAGE

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

Teachers at the Established Teacher stage will receive **five observations**. Four will be **formal** observations: two by an administrator and two by a master educator. During Cycle 2, these teachers will also receive one **informal** administrator observation.

#### TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17	MAR 3	JUNE 9
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)		ADMIN FORMAL
	ME FORMAL		ME FORMAL
FEB 11			

*Established Teachers in their first year in DCPS will be observed according to the schedule for the Teacher stage so that they have the opportunity to receive an informal observation before any formal observations.*

## ADVANCED TEACHER STAGE

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

Teachers at the Advanced Teacher stage will receive **at least three formal observations**. Two of these observations will take place by **December 17**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second master educator observation, unless requested by the teacher. All teachers at this stage will also receive an **informal** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

#### TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17	MAR 3	JUNE 9
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)		ADMIN FORMAL
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)		

## DISTINGUISHED TEACHER STAGE

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

Teachers at the Distinguished Teacher stage will receive **at least two formal observations**. Two of these observations will take place by **December 17**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or second master educator observation, unless requested by the teacher. (Eligible Distinguished Teachers may choose to receive a second administrator and second master educator observation, or just a second administrator observation.)

#### TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17	JUNE 9
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	

## EXPERT TEACHER STAGE

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

Teachers at the Expert Teacher stage will receive **at least one\*** formal observation. This observation will take place by **December 17** and will be conducted by an administrator. If the score from this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or master educator observation, unless requested by the teacher. (Eligible Expert Teachers may choose to receive a second administrator and first master educator observation, or just a second administrator observation.)

#### TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17	JUNE 9
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	
	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	

\* Per the requirements from the U.S. Department of Education and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of cycle 2 and 3 observations, principals will only submit one formal IMPACT report.

## When will my formal observations occur?

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

## Will the formal observations be announced or unannounced?

All formal observations will be unannounced.

## How long will the formal observations last?

Each formal observation will last at least 30 minutes.

## May I provide my master educator with additional information about my class?

Yes. There may be contextual information that you wish to share with your master educator. For example, you may provide clarification on the curricular model you are using or share other information about your class, students, or lesson that would allow your master educator to provide you with more helpful comments and suggestions.

To provide this additional information, visit <http://impactdcps.dc.gov>. You may do so following each master educator observation. If you would like your master educator to read and consider this information before writing your observation report, please submit your comments during the 24 hours following your observation. Otherwise, you may share this information with your master educator during the post-observation conference.

## Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share feedback and discuss next steps for professional growth.

If your observer 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.

### If I have additional questions about the Teaching and Learning Framework, whom should I contact?

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

## Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by visiting <http://impactdcps.dc.gov>.

## How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the Teach domain of the Teaching and Learning Framework. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your observation 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 at the end of this section.

## Are there any cases in which an observation score may be dropped?

Yes. We know that for any number of reasons — a lesson that just didn't go very well, a first attempt at a new teaching strategy, a last minute change to the daily schedule — sometimes teachers have an observation score that is significantly lower than their other scores. If you receive an observation score that is one full point lower than the average of your other scores, the low score will be dropped when calculating your final TLF score at the end of the year.

For example, imagine that you receive the following observation scores: 2.1, 3.4, 3.5, and 3.6. Since the lowest score (2.1) is more than one point lower than the average of the other three scores (3.5), the 2.1 score will be dropped. In this case, your overall TLF score will be 3.5.

OBSERVER	SCORE
Master Educator	2.1
Administrator	3.4
Administrator	3.5
Master Educator	3.6

*This 2.1 score is dropped because it is at least one full point lower than the average of the other observation scores.*

*The average of these scores equals 3.5.*

### If I qualify for reduced observations based on my LIFT stage, may I still drop a low score?

Yes. If your lowest score is at least one full point lower than the average of your other observation scores, your low score will be dropped when calculating your final IMPACT score.

If you only have two observation scores and one score is at least one full point lower than the other, the low score will be dropped.

### If I qualify for reduced observations, may I request to receive the full set of observations available to teachers at my LIFT stage?

Yes. After Cycle 1 ends, the IMPACT team will notify you via email if you will be receiving reduced observations. At that point, you may log into the IMPACT database (<http://impactdcp.dc.gov>) to indicate that you would like to receive your remaining observations. For more information, please refer to the observation cycles for each LIFT level that appear earlier in this section.

### What is an informal observation?

Administrators conduct informal observations in order to provide you with helpful feedback to improve your practice. Unlike formal observations, the score from an informal observation will not count toward your final IMPACT rating.

For those in the Teacher stage of LIFT, informal observations will take place during Cycle 1. These informal observations will last at least 30 minutes, and will be followed by a post-observation conference and a full written report that includes comments and scores for each Teach standard.

For those in the Established and Advanced Teacher stages of LIFT, informal observations will take place during Cycle 2. These informal observations will last at least 15 minutes, but post-observation conferences will not be required. The written feedback for these Cycle 2 informal observations will also follow an abbreviated format; you will receive concise comments regarding strengths and areas for growth, but you will not necessarily receive scores and comments for each Teach standard.

Please note that informal observations are not used to calculate final IMPACT scores and so do not affect your eligibility for movement along the LIFT ladder, IMPACT*plus*, a salary step-hold, or separation.

### May I request additional informal observations?

Administrators are encouraged to conduct additional informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

SAMPLE SCORE CHART: ESTABLISHED TEACHER  
TEACHING AND LEARNING FRAMEWORK (TLF)

TEACHING AND LEARNING FRAMEWORK (TLF)	ADMIN CYCLE ENDS 12/17	ADMIN CYCLE ENDS 6/9	ME CYCLE ENDS 2/11	ME CYCLE ENDS 6/9	OVERALL (Average of Cycles)
TLF SCORE (Average of Teach 1 to Teach 9)	3.66	3.77	3.66	3.77	3.72
Teach 1: Lead Well-Organized Objective-Driven Lessons	3.0	4.0	4.0	4.0	
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	
Teach 3: Engage Students at all Learning Levels	4.0	4.0	4.0	4.0	
Teach 4: Provide Students Multiple Ways to Move Toward Mastery	3.0	4.0	3.0	4.0	
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	
Teach 6: Respond to Student Understanding	4.0	3.0	4.0	4.0	
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	4.0	
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	3.0	

## LEVEL 4 (HIGHEST)

## LEVEL 3

### DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS

#### PLAN 1A

Teacher develops an **ambitious and measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards.

Teacher develops a **measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards.

#### PLAN 1B

**All or nearly all** students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

**Most** students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

### CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS

#### PLAN 2A

Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **creating** well-designed assessments before each unit begins (“beginning with the end in mind”); and 4) **allocating** an instructionally appropriate amount of time for each unit.

Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; and 3) **creating** well-designed assessments before each unit begins (“beginning with the end in mind”).

#### PLAN 2B

For any given unit, **all or nearly all** students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

For any given unit, **most** students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

### CREATE OBJECTIVE-DRIVEN LESSON PLANS

#### PLAN 3

Based on the unit plan, the teacher plans daily lessons by: 1) **identifying** lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) **matching** instructional strategies to the lesson objectives; and 3) **designing** daily assessments that measure progress towards mastery.

Based on the unit plan, the teacher plans daily lessons by: 1) **identifying** lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) **matching** instructional strategies to the lesson objectives.

## LEVEL 2

## LEVEL 1 (LOWEST)

Teacher develops a **measurable** annual student achievement goal for her/his class.

Teacher develops a **general** annual student achievement goal for her/his class **OR does not develop** a goal at all.

**Half** of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

**Less than half** of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; and 2) **articulating** well-designed essential questions for each unit.

Teacher **does not plan units by identifying** the DCPS content standards that her/his students will master in each unit **OR does not articulate** well-designed essential questions for each unit.

For any given unit, **half** of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

For any given unit, **less than half** of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

Based on the long-term plan, the teacher plans daily lessons by **identifying** lesson objectives that are aligned to the DCPS content standards.

Teacher has **little or no evidence** of daily lesson planning based on the DCPS content standards.

LEVEL 4 (HIGHEST)

LEVEL 3

TEACH 1		LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS	
Highly Effective		Effective	
<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>	
Lesson Organization	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly* moves <i>all</i> students toward mastery of the objective.†	Lesson Organization	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and <i>each</i> part significantly* moves most students toward mastery of the objective.† For example, students might be working toward individualized goals, as evidenced by learning agendas or trackers (e.g., data sheets, clickers, counters, or instructional technology).
Lesson Objective	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson.  Students also can authentically explain, using total communication strategies (e.g., verbal or non-verbal communication including Picture Exchange Communication System (PECS), signs, voice output devices, or assistive technology), what they are learning and doing, beyond simply repeating the stated or posted objective.	Lesson Objective	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. For example, the objective might be presented in a way that allows students to see how their learning goals align to age- and grade-appropriate content; or students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.
Objective Importance	Students understand the importance of the objective.  Students also can authentically explain, using total communication strategies (e.g., verbal or non-verbal communication including PECS, signs, voice output devices, or assistive technology), why what they are learning and doing is important, beyond simply repeating the teacher’s explanation. For example, students might use verbal or non-verbal communication to explain why a skill or concept they are learning is relevant to a different setting such as home, community, or another class.	Objective Importance	Students understand the importance of the objective. For example, the teacher might explicitly connect the lesson to each student’s IEP goals; students might refer to goals on their desks, worksheets, or lesson materials; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.

\* In a lesson in which all parts significantly move students toward mastery, student learning is indisputable. For example, a lesson that includes few or no opportunities for students to respond or complete work should not be considered one that significantly moves students toward mastery because there is little evidence of student understanding. In addition, a lesson part that is aligned to the objective but that does not effectively promote student understanding (e.g., a crossword puzzle with aligned content vocabulary) should not be considered one that significantly moves students toward mastery.

† For some parts of a lesson (e.g., a skill building warm-up), it may be appropriate for a teacher to have a goal that does not align with the objective for the rest of the lesson. In these cases, observers should assess the extent to which the warm-up moves students towards mastery of the warm-up goal, in addition to considering the extent to which the other parts of a lesson connect to each other and move students toward mastery of the lesson objective.

Notes:

1. Because the first row assesses the extent to which the lesson parts move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 1.
2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

The lesson is somewhat organized: Some parts of the lesson are not closely connected to each other or aligned to the objective, or some parts do not significantly\* move most students toward mastery of the objective.†

The objective of the lesson is clear to some students and conveys what students are learning and what they will be able to do as a result of the lesson, but it is not clear to others. For example, the teacher might state the objective, but students' comments, actions, or work products suggest that not all students understand what they are learning or what they will be able to do as a result of the lesson.

Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.

**Ineffective***The following best describes what is observed:*

The lesson is generally disorganized: Parts of the lesson have no connection to each other, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly\* move most students toward mastery of the objective.†

The objective of the lesson is not clear to students, or does not convey what students are learning or what they will be able to do as a result of the lesson. For example, students might be unclear or confused about what they are learning and doing, or the objective stated or posted might not connect to the lesson taught.

Students do not understand the importance of the objective.

4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 2	EXPLAIN CONTENT CLEARLY	
	Highly Effective <i>The following best describes what is observed:</i>	Effective <i>The following best describes what is observed:</i>
Clear, Coherent Delivery	<p>Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.</p> <p>Explanations of content also are delivered in as direct and efficient a manner as possible.</p>	<p>Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.</p>
Academic Language	<p>The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.</p> <p>Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.</p>	<p>The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. For example, the teacher might present Tier 2 and Tier 3 vocabulary to all students to promote verbal language development.</p>
Emphasize Key Points	<p>The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.</p> <p>Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher’s explanations.</p>	<p>The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.</p>
Student Understanding	<p>Students show that they understand the explanations.</p> <p>When appropriate, concepts also are explained in a way that actively and effectively involves students in the learning process. For example, students have opportunities to explain concepts to each other or to the teacher using verbal or non-verbal communication (e.g., PECS, signs, voice output devices, assistive technology, or other total communication strategies).</p>	<p>Students show that they understand the explanations. For example, their verbal or written responses, dialogue, questions, level of participation, or non-verbal responses (e.g., PECS, signs, voice output devices, assistive technology, or other total communication strategies) indicate understanding.</p>
Connections	<p>The teacher makes connections with students’ prior knowledge, students’ experiences and interests, other content areas, or current events to effectively build student understanding of content.</p>	<p>The teacher makes connections with students’ prior knowledge, students’ experiences and interests, other content areas, or current events to effectively build student understanding of content.</p>

\* Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, impeach, sonnet).

Notes:

1. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
2. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.

The teacher generally gives clear, precise definitions and uses a broad vocabulary\* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.

The teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.

Students generally show that they understand the explanations, but at times their verbal or written responses, dialogue, questions, or level of participation suggest that explanations have not been entirely effective.

The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building student understanding of content.

**Ineffective***The following best describes what is observed:*

Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.

The teacher gives unclear or imprecise definitions, or does not use a broad vocabulary\* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.

The teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.

Students show that they are confused by the explanations, or students are frustrated or disengaged because of unclear explanations.

The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building student understanding of content.

		LEVEL 4 (HIGHEST)	LEVEL 3
		TEACH 3 ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK	
		Highly Effective	Effective
		<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Accessibility	<p>The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student’s level and ensures that the lesson meets all students where they are.</p>	<p>The teacher makes the lesson accessible to almost all students. There is evidence that the teacher knows each student’s level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the teacher might implement specific accommodations for individual students (e.g., vocabulary lists or word webs, highlighted text, calculators, assistive technology, enlarged visual materials, or peer partners). The teacher might also differentiate content, process or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or annotated notes) in order to ensure that students are able to access the lesson.</p>	
Challenge	<p>The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student’s level and ensures that the lesson pushes all students forward from where they are.</p>	<p>The teacher makes the lesson challenging to almost all students. There is evidence that the teacher knows each student’s level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the teacher might reduce or remove prompts, supports, or cues to promote individual students’ independence. The teacher might also differentiate content, process or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or extension assignments) in order to ensure that students are challenged by the lesson.</p>	
Balance	<p>There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.</p>	<p>There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.</p>	

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

The teacher makes the lesson accessible to most students, but some students may not be able to access certain parts of the lesson.

The teacher makes the lesson challenging to most students, but some students may not be challenged by certain parts of the lesson.

There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work time before receiving appropriate instruction.

### Ineffective

*The following best describes what is observed:*

The lesson is not accessible to most students.

The lesson is not challenging to most students.

There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher directed; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 4		PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY
Highly Effective <i>The following best describes what is observed:</i>		Effective <i>The following best describes what is observed:</i>
Multiple Ways toward Mastery	<p>The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content.</p> <p>During the lesson students also are developing deep understanding of the content.</p>	<p>The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. For particular types of lessons, this might only entail giving students two ways to engage with content (e.g., Socratic Seminar might involve verbal/linguistic and interpersonal ways), while many types of lessons should involve three ways or more.</p>
Appropriateness for Students	<p>The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; all students respond positively and are actively involved in the work.</p>	<p>The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; almost all students respond positively and are actively involved in the work.</p>

\* The teacher should be given credit for providing students multiple ways to engage with content even if the ways target the same modality or intelligence, as long as the ways promote students' mastery of lesson content. For example, the teacher might show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide different ways of engaging with the content and the teacher should receive credit if both move students toward mastery of lesson content.

Notes:

1. Because the first row assesses the extent to which the ways of engaging students move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 4.
2. Research suggests that each student does not have a single learning style through which s/he needs to be taught, and that all students learn by engaging with content through a variety of learning styles, modalities (auditory, visual, kinesthetic/tactile), and intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic). However, the teacher's knowledge of her or his students' needs and preferences should influence the styles and modalities selected.
3. If the teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation providing multiple ways that do move students toward mastery of lesson content, it is possible for the teacher to receive a Level 3 score.

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

The teacher provides students multiple ways to engage with content,\* and most ways move students toward mastery of lesson content. For example, in a lesson introducing fractions, a teacher might include an auditory way that does not move students toward mastery, but might also provide visual and kinesthetic ways that do move students toward mastery of lesson content.

The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; most students respond positively and are actively involved in the work.

### Ineffective

*The following best describes what is observed:*

The teacher provides students multiple ways to engage with content,\* but most ways do not move students toward mastery of lesson content; or, the teacher only provides students one way to engage with content.

The ways the teacher provides do not include learning styles or modalities that are appropriate to students' needs; most students do not respond positively or are not actively involved in the work.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 5		CHECK FOR STUDENT UNDERSTANDING
Highly Effective <i>The following best describes what is observed:</i>		Effective <i>The following best describes what is observed:</i>
Key Moments	The teacher checks for understanding of content at all key moments.	The teacher checks for understanding of content at almost all key moments (e.g., when checking is necessary to inform instruction going forward, such as after each key point or before transitions between individualized lesson activities).
Accurate Pulse	The teacher always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The teacher almost always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.* For example, the teacher might record student responses as part of individual IEP progress monitoring; use methods such as exit slips or white boards; and ask questions, offering students the opportunity to use verbal or non-verbal communication (e.g., PECS, signs, voice output devices, assistive technology, or other total communication strategies).

\* For some lessons, checking the “pulse” of the class may not be appropriate. For example, if students spend the majority of the observation working on individual essays while the teacher conferences with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, observers should assess how deeply and effectively the teacher checks for the understanding of the students with whom s/he is working.

Notes:

1. Because the second row assesses the effectiveness of the checks for understanding, which is the most important aspect of this standard, the second row should receive the majority of the weight when determining an overall score for Teach 5.
2. The teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the “pulse”). For example, as long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable the teacher to get the “pulse” of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the “pulse” of the class because the teacher gained enough information to be able to adjust subsequent instruction.
3. In some lessons, it can be appropriate to give the teacher credit for checking for understanding of directions, in addition to checking for understanding of content. However, if the teacher only checks for understanding of directions and rarely or never checks for understanding of content, s/he should not receive a Level 3 or Level 4 score for this standard.
4. All of the techniques below can be effective checks for understanding if they are well-executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate “pulse” of the class’s understanding at a key moment.
  - Asking questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
  - Asking students to respond on white boards; using exit slips, constructed responses, stop ‘n’ jots, or other written checks
  - Circulating and observing individual students’ or small groups’ work
  - Conferencing with individual students or small groups
  - Using role-playing, four corners, or other tactile/kinesthetic checks

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

The teacher checks for understanding of content at some key moments.

The teacher sometimes gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.\*

### Ineffective

*The following best describes what is observed:*

The teacher checks for understanding of content at few or no key moments.

The teacher rarely or never gets an accurate “pulse” at key moments because checks do not gather information about the depth of understanding for a range of students, when appropriate.\*

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 6		RESPOND TO STUDENT UNDERSTANDING
Highly Effective		Effective
<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>
Scaffolding	When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the teacher might inform a student of an error and then use methods to encourage the student to arrive at the correct answer, such as eliminating incorrect answers or providing a cue, prompt, corrective feedback, or concrete example.
Re-teaching	<p>The teacher always re-teaches effectively when appropriate,* such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.</p> <p>The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer to see how students respond) or recognizes a student response as a common misunderstanding and shares it with the class to lead all students to a more complete understanding.†</p>	The teacher always re-teaches effectively when appropriate,* such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. For example, if one or more students makes a frequent error, stops responding, remains passive, or disrupts instruction, the teacher might use a different approach to present a concept, or re-explain a problematic step or unclear academic vocabulary.
Probing	The teacher always probes students' correct responses, when appropriate, to ensure student understanding.	The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer.

\* There are many factors that determine whether it is appropriate to scaffold or re-teach, including pacing, the extent of a student's misunderstanding, the importance of the concept, and the number of students who have a particular misunderstanding. If the misunderstanding is significant or shared by many students, scaffolding may be an inefficient or ineffective way to address it. For example, if students have a significant conceptual misunderstanding that would limit their ability to move toward mastery, the teacher should likely re-teach the concept to certain students or the whole class, as appropriate.

† In some cases, the teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as highly effective practice in this row.

Note:

- At some points in a lesson, it might not be appropriate to immediately respond to student misunderstandings (e.g., at the beginning of an inquiry-based lesson, or when stopping to respond to a single student's misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should not penalize the teacher in these situations, provided that the teacher arranges to address the misunderstandings later.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective**

*The following best describes what is observed:*

When students demonstrate misunderstandings or partial understandings, the teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.\*

The teacher sometimes re-teaches effectively when appropriate,\* such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.

The teacher sometimes probes students' correct responses, when appropriate, to ensure student understanding.

**Ineffective**

*The following best describes what is observed:*

When students demonstrate misunderstandings or partial understandings, the teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.\*

The teacher does not re-teach effectively when appropriate,\* such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.

The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand.

**LEVEL 4 (HIGHEST)**

**LEVEL 3**

**TEACH 7 DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING**

	<b>Highly Effective</b> <i>The following best describes what is observed:</i>	<b>Effective</b> <i>The following best describes what is observed:</i>
<b>Questions and Tasks</b>	The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.
<b>Support</b>	After posing a question or task, the teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher almost always uses appropriate strategies to ensure that students move toward higher-level understanding. For example, when students provide limited responses to questions, the teacher uses progressively challenging questions to develop higher-level understanding, or the teacher provides appropriate wait time after asking higher-level questions.*
<b>Meaningful Response</b>	Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.†	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.† Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts. Students might also use non-verbal communication (e.g., PECS, signs, voice output devices, assistive technology, or other total communication strategies), when appropriate.

\* In some cases, it is not appropriate for the teacher to persist in using these strategies with individual students (e.g., when the teacher has provided considerable wait time or progressively challenging follow-up questions to support a particular student, but would risk embarrassing the student by continuing after a certain point). In these instances, it would be appropriate for the teacher to move on and to return to the student at a later point.

† Observers should consider the point in the school year when assessing student responses. For example, in September the teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.

Notes:

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).
2. At some points in the lesson, it is not appropriate to ask questions to develop higher-level understanding (e.g., when students are rehearsing a basic skill). The teacher should not be penalized for not developing higher-level understanding during these portions of the lesson. However, over the course of every 30-minute observation, there should be some opportunities to ask questions that develop higher-level understanding.
3. Observers should consider both verbal and written questions when assessing the first row in this standard.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

The teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop most students' higher-level understanding.

After posing a question or task, the teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding.

Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.<sup>†</sup>

**Ineffective***The following best describes what is observed:*

The teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks that are increasingly complex that develop most students' higher-level understanding.

After posing a question or task, the teacher rarely or never uses appropriate strategies to ensure that students move toward higher-level understanding.

Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.<sup>†</sup>

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 8		MAXIMIZE INSTRUCTIONAL TIME
Highly Effective		Effective
<i>The following best describes what is observed:</i>		<i>The following best describes what is observed:</i>
Routines, Procedures, and Transitions	Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.
Student Idleness	Students always have something meaningful* to do.  Lesson pacing also is student-directed or individualized, when appropriate.	Students always have something meaningful* to do.
Lesson Pacing	The teacher spends an appropriate amount of time on each part of the lesson. For example, the teacher might prioritize individualized or small group instruction to ensure that each student receives lesson content at an appropriate pace.	The teacher spends an appropriate amount of time on each part of the lesson. For example, the teacher might prioritize individualized or small group instruction to ensure that each student receives lesson content at an appropriate pace.
Student Behavior	Inappropriate or off-task student behavior never interrupts or delays the lesson, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.	Inappropriate or off-task student behavior rarely interrupts or delays the lesson. For example, following a challenging behavior, feedback is focused on more positive behaviors as soon as possible. When appropriate, the teacher and other classroom staff might also implement a clear and consistent behavior management system (e.g., check-in and check-out, point-level systems, Positive Behavioral Interventions and Supports, or behavior intervention plans).

\* For the vast majority of lessons, meaningful should be interpreted as aligned with appropriate academic standards. For example, providing students with word searches or with extended periods of time to copy notes or cut out words or shapes in preparation for an activity should not be considered meaningful work.

Note:

1. A well-prepared physical learning environment is an important prerequisite to maximizing instructional time. This might include organizing furniture and materials to reduce distraction and interference, providing adequate personal space for students, and promoting cleanliness and order (e.g., labeled centers, clear table tops, visual schedules, and posted expectations). However, it is important to note that a teacher may not always be effective at maximizing instructional time even if s/he has thoughtfully prepared the physical learning space. For a teacher to receive a score of Level 3 or Level 4, the observer must see evidence that supports the descriptions of Effective or Highly Effective practice indicated above in the Teach 8 rubric.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

Routines, procedures, and transitions require significant teacher prompting and direction; students are sometimes unclear about what they should be doing and frequently ask questions or require the teacher to repeat directions.

There are brief periods of time when students have nothing meaningful\* to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).

The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary.

Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.

**Ineffective***The following best describes what is observed:*

Routines and procedures are not evident or are generally ineffective; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.

There are significant periods of time when students have nothing meaningful\* to do.

The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson.

Inappropriate or off-task student behavior frequently interrupts or delays the lesson.

LEVEL 4 (HIGHEST)

LEVEL 3

TEACH 9

BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY

Highly Effective <i>The following best describes what is observed:</i>		Effective <i>The following best describes what is observed:</i>
Investment	<p>Students are invested in their work and value academic success.</p> <p>Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher.</p>	<p>Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.</p>
Risk-Taking	<p>The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.</p>	<p>The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.</p>
Respect	<p>Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions.</p>	<p>Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions.</p>
Reinforcement	<p>The teacher meaningfully reinforces positive behavior and good academic work, when appropriate.</p> <p>Students also give unsolicited praise or encouragement to their peers, when appropriate.</p>	<p>The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise. For example, the teacher might offer students specific praise, or the teacher might support classroom staff in implementing reinforcement systems so that positive behavior and good academic work are acknowledged consistently.</p>
Rapport	<p>The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.</p> <p>There is also evidence that the teacher has strong, individualized relationships with some students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.</p>	<p>The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. For example, the teacher might use positive framing to redirect misbehavior, or the teacher might offer more positive than negative feedback to students.</p>

\* Brief interruptions due to student excitement (e.g., when a student accidentally shouts out an answer because s/he is excited to respond) should not be counted against the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should receive a Level 1 for this standard.
2. Observers should consider the point in the school year when assessing this standard. For example, in September the teacher might be in the early stages of building individualized relationships with students; or, the teacher might be establishing a culture of offering unsolicited praise with students who were not previously accustomed to engaging with classmates in that way.

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.

The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.

Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,\* or might be respectful and attentive to the teacher, but not to their peers.

The teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.

The teacher has a positive rapport with some students but not others, but there is no evidence of negative rapport.

### Ineffective

*The following best describes what is observed:*

Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.

The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.

Students are frequently disrespectful of the teacher or their peers. For example, they might frequently interrupt\* or be clearly inattentive when the teacher or their peers are speaking.

The teacher rarely or never reinforces positive behavior and good academic work; or, the teacher does so for only a few students.

There is little or no evidence of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a negative rapport with some students.

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

## LEVEL 4 (HIGHEST)

## LEVEL 3

### IE 1 ASSESS STUDENT PROGRESS

Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; 2) provides students with **multiple ways** of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with **multiple opportunities** during the unit to demonstrate mastery.

Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; and 2) provides students with **multiple ways** of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).

### IE 2 TRACK AND ANALYZE STUDENT PROGRESS DATA

Teacher: 1) routinely **records** the student progress data gathered in IE 1; 2) **uses a system** (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) **at least half** of the students know their progress toward mastery.

Teacher: 1) routinely **records** the student progress data gathered in IE 1; and 2) **uses a system** (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.

### IE 3 IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA

In response to IE 2, the teacher: 1) **re-teaches**, as appropriate; 2) **modifies long-term plans**, as appropriate; and 3) **modifies practice**, as appropriate.

In response to IE 2, the teacher: 1) **re-teaches**, as appropriate; and 2) **modifies long-term plans**, as appropriate.

## LEVEL 2

## LEVEL 1 (LOWEST)

Teacher routinely **uses assessments** to measure student mastery of content standards.

Teacher **does not routinely use assessments** to measure student mastery of content standards.

Teacher routinely **records** the student progress data gathered in IE 1.

Teacher **does not routinely record** student progress data gathered in IE 1.

In response to IE 2, the teacher **re-teaches**, as appropriate.

Teacher **does not re-teach**.

### What is the Individualized Instruction Model?

The Individualized Instruction Model defines effective instruction in situations in which special education co-teachers support various students in a class but do not lead whole-class instruction. The IIM rubric parallels the Teach domain of the Teaching and Learning Framework (TLF).

### Why was the IIM rubric developed?

Sometimes, a special education teacher in a co-teaching setting may spend a 30-minute observation period supporting various students in the class but never leading whole-class instruction. We received feedback from both teachers and administrators asking for more clarity in how teachers in these settings should be assessed.

### How do I know whether the TLF or IIM rubric will be used for my observation?

If you are observed leading instruction, either with a co-teacher or separately with a small group of students (whether in a resource room, in a pull-out setting, or within a larger class), your administrator or master educator will assess you using the TLF rubric. However, if you are supporting students while another teacher leads whole-class instruction during the 30-minute observation period, the observer will assess you using the IIM rubric. In some cases, a principal might decide that, based on the model of co-teaching s/he has chosen to implement at the school, all of the special education teachers at the school will be assessed using the TLF rubric. Please note that the final decision as to which rubric is appropriate rests with the observer.

### How will my proficiency in IIM be assessed?

Your proficiency in the Individualized Instruction Model will be assessed just as we measure a teacher's proficiency in the Teaching and Learning Framework: through formal observations by administrators and master educators.\*

*\* Please note that, because this component is scored like the Teaching and Learning Framework, we have not included a separate sample score chart here.*



Bel Perez Gabilondo



Michael DeAngelis



Brian Tropiano

**If I have additional questions about IIM, whom should I contact?**

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

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 1

## LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS

## Highly Effective

*The following best describes what is observed:*

## Effective

*The following best describes what is observed:*

	Highly Effective	Effective
Lesson Organization	Each part of the special education teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly* moves all students toward mastery of the objective.†	Each part of the special education teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly* moves most students toward mastery of the objective.†
Lesson Objective	The special education teacher modifies the lesson objective as necessary to ensure that it is clear to the students s/he is supporting, is appropriate to their present levels of performance, and conveys what they are learning and what they will be able to do as a result of the lesson.  Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective.	The special education teacher modifies the lesson objective as necessary to ensure that it is clear to the students s/he is supporting, is appropriate to their present levels of performance, and conveys what they are learning and what they will be able to do as a result of the lesson. For example, the special education teacher might clearly reframe the objective within the context of the students' individual interests and strengths, and then use effective questioning to help the students develop an understanding of what they will be doing; or, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.
Objective Importance	Students understand the importance of the objective.  Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, when the general education teacher has not done so, the special education teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or, students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.

\* *In a lesson in which all parts significantly move students toward mastery, student learning is indisputable. For example, a lesson that includes few or no opportunities for students to respond or complete work should not be considered one that significantly moves students toward mastery because there is little evidence of student understanding. In addition, a lesson part that is aligned to the objective but that does not effectively promote student understanding (e.g., a crossword puzzle with aligned content vocabulary) should not be considered one that significantly moves students toward mastery.*

† *For some parts of a lesson (e.g., a skill building warm-up), it may be appropriate for a teacher to have a goal that does not align with the objective for the rest of the lesson. In these cases, observers should assess the extent to which the warm-up moves students towards mastery of the warm-up goal, in addition to considering the extent to which the other parts of a lesson connect to each other and move students toward mastery of the lesson objective.*

## Notes:

1. Because the first row assesses the extent to which the lesson parts move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for IIM 1.
2. One way in which an observer could effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. Some students with disabilities may be unable to explain what they are learning or why it is important. In these cases, special education teachers should receive credit for verbally or visually reinforcing the objective with developmentally appropriate language and images. Special education teachers should, when possible, develop appropriate communication systems to facilitate students' responses.

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

The special education teacher's support is somewhat organized: Some parts of the teacher's specialized instruction are not aligned to the objective, or some parts do not significantly\* move most students toward mastery of the objective.†

The special education teacher attempts to modify the lesson objective as necessary to ensure that it is appropriate to the students s/he is supporting, but does so in a way that is not entirely effective in building students' understanding of what they are learning and what they will be able to do as a result of the lesson. For example, the special education teacher might explain the objective using language that is not developmentally appropriate.

Students do not fully understand the importance of the objective. For example, when the general education teacher has not done so, the special education teacher might explain the importance of the objective, but does so in a way that is too general, such that the explanation is not entirely effective in building students' understanding.

### Ineffective

*The following best describes what is observed:*

The special education teacher's support is generally disorganized: Students are confused about what to do, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly\* move most students toward mastery of the objective.†

The special education teacher does not modify the lesson objective as necessary to ensure that it is appropriate to the students s/he is supporting. Students are unclear or confused about what they are learning and what they will be able to do as a result of the lesson, or the objective stated or posted might not connect to the lesson taught.

Students do not understand the importance of the objective.

4. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the special education teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
5. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.
6. In self-contained and resource settings, it is appropriate for the lesson's academic objective to be accompanied by a behavioral, communication, or functional life-skills objective.

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 2

## EXPLAIN CONTENT CLEARLY

## Highly Effective

*The following best describes what is observed:*

## Effective

*The following best describes what is observed:*

	Highly Effective <i>The following best describes what is observed:</i>	Effective <i>The following best describes what is observed:</i>
Clear, Coherent Delivery	<p>Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.</p> <p>Explanations of content also are delivered in as direct and efficient a manner as possible.</p>	<p>Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.</p>
Academic Language	<p>The special education teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.</p> <p>Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.</p>	<p>The special education teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.</p>
Emphasize Key Points	<p>The special education teacher emphasizes key points when necessary, such that students understand the main ideas of the content.</p> <p>Students also can authentically explain the main ideas of the content beyond simply repeating the teacher's explanations.</p>	<p>The special education teacher emphasizes key points when necessary, such that students understand the main ideas of the content.</p>
Student Understanding	<p>Students show that they understand the explanations.</p> <p>When appropriate, concepts also are explained in a way that actively and effectively involves students in the learning process. For example, students have opportunities to explain concepts to each other.</p>	<p>Students show that they understand the explanations. For example, their verbal or written responses, dialogue, questions, or level of participation indicate understanding.</p>
Connections	<p>The special education teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively make the content relevant and build student understanding.</p>	<p>The special education teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively make the content relevant and build student understanding.</p>

\* Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, hypothesis, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, trapezoid, impeach, sonnet).

## Notes:

1. One way in which observers could effectively gather information to score this standard is through brief conversations with students, when appropriate.
2. If the special education teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the special education teacher should receive a Level 1 for this standard.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.

The special education teacher generally gives clear, precise definitions and uses a broad vocabulary\* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.

The special education teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.

Students generally show that they understand the explanations, but at times their verbal or written responses, dialogue, questions, or level of participation suggest that explanations have not been entirely effective.

The special education teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective in building student understanding.

**Ineffective***The following best describes what is observed:*

Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.

The special education teacher gives unclear or imprecise definitions, or does not use a broad vocabulary\* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.

The special education teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.

Students show that they are confused by the explanations, or students are frustrated or disengaged because of unclear explanations.

The special education does not make connections with students' prior knowledge, students' experiences and interests, other content areas or current events; or, connections are ineffective at building student understanding of content.

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 3 | ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK

Highly Effective <i>The following best describes what is observed:</i>		Effective <i>The following best describes what is observed:</i>
Accessibility	The special education teacher makes the lesson accessible to all students s/he is supporting. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	The special education teacher makes the lesson accessible to almost all students s/he is supporting; there is evidence that the special education teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the special education teacher might differentiate content, process, or product (using strategies that might include re-teaching a prerequisite skill, having the students use manipulatives, or having students complete an alternative assignment that is still aligned to the lesson's objective) in order to ensure that students are able to access the lesson.
Challenge	The special education teacher makes the lesson challenging to all students s/he is supporting. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are.	The special education teacher makes the lesson challenging to almost all students s/he is supporting; there is evidence that the special education teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the special education teacher frequently returns to previously taught material and provides meaningful ways for students to make connections between that material and the new content.
Balance	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning. For example, rather than repeatedly explaining each step for solving a word problem, the special education teacher might instead provide meaningful opportunities for students to practice so that they can gradually build independence with the skill.

## Note:

1. The observer should look for evidence that the special education teacher has made the content accessible by implementing specific accommodations or modifications that are tailored to individual students' needs and appropriate to the lesson. For example, students might need accommodations to support their auditory processing, visual processing, word retrieval, expressive language, or attention.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

The special education teacher makes the lesson accessible to most students s/he is supporting; some students may not be able to access certain parts of the lesson.

The special education teacher makes the lesson challenging to most students s/he is supporting; some students may not be challenged by certain parts of the lesson.

There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate, students are released to work time before receiving appropriate instruction, or students' dependence on the special education teacher is reinforced throughout the class.

**Ineffective***The following best describes what is observed:*

The lesson is not accessible to most students the special education teacher is supporting.

The lesson is not challenging to most students the special education teacher is supporting.

There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because lesson support is almost entirely directed by the special education teacher; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction.

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 4

## PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY

## Highly Effective

*The following best describes what is observed:*

## Effective

*The following best describes what is observed:*

	Highly Effective <i>The following best describes what is observed:</i>	Effective <i>The following best describes what is observed:</i>
Multiple Ways toward Mastery	<p>The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and all supports move students toward mastery of lesson content.</p> <p>During the lesson students also are developing deep understanding of the content.</p>	<p>The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and all supports move students toward mastery of lesson content. For example, if the class is learning to add with regrouping and the general education teacher has provided the visual support of having directions written out with examples, the special education teacher might have some students use base ten blocks in order to better access the content.</p>
Appropriateness for Students	<p>The supports the special education teacher provides are appropriate to the needs of all of the students s/he is supporting; all students respond positively and are actively involved in the work.</p>	<p>The supports the special education teacher provides are appropriate to the needs of almost all of the students s/he is supporting; almost all students respond positively and are actively involved in the work.</p>

\* *The special education teacher should be given credit for providing students multiple ways to engage with content even if the ways target the same modality or intelligence, as long as the ways promote students' mastery of the lesson content. For example, during a geometry lesson, a special education teacher might show students images of real-life three-dimensional shapes and use a graphic organizer to help students more efficiently use steps to find the areas and volumes of these shapes. Though both of these target the visual learning modality, they provide different ways of engaging with the same content, and the teacher should receive credit if both move students toward mastery of lesson content.*

## Notes:

1. Because the first row assesses the extent to which the ways of engaging students move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for IIM 4.
2. Research suggests that each student does not have a single learning style through which s/he needs to be taught, and that all students learn by engaging with content through a variety of learning styles, modalities (auditory, visual, kinesthetic/tactile), and intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic). However, a special education teacher's knowledge of his/her students' needs and preferences should influence the styles and modalities selected.
3. If a special education teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation period providing multiple ways that do move students toward mastery of the lesson content, it is possible for the special education teacher to receive a Level 3 score.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,\* and most supports move students toward mastery of lesson content.

The supports the special education teacher provides are appropriate to the needs of most of the students s/he is supporting; most students respond positively and are actively involved in the work.

**Ineffective***The following best describes what is observed:*

The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,\* but most supports do not move students toward mastery of lesson content; or, if the general education teacher only provides students one way to engage with content, the special education teacher does not attempt to provide a second way to engage with the content.

The supports the special education teacher provides are not appropriate to the needs of most of the students s/he is supporting; most students do not respond positively or are not actively involved in the work, or some supports detract from or impede student mastery.

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 5 CHECK FOR STUDENT UNDERSTANDING

## Highly Effective

*The following best describes what is observed:*

Key Moments	The special education teacher checks for understanding of content at all key moments.
Accurate Pulse	The special education teacher always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*

## Effective

*The following best describes what is observed:*

Key Moments	The special education teacher checks for understanding of content at almost all key moments (e.g., when checking is necessary to inform instruction going forward, such as after each key point, before transitions between lesson activities, or partway through the independent practice).
Accurate Pulse	The special education teacher almost always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*

\* For some lessons, checking the “pulse” of the class may not be appropriate. For example, when students are working in centers, the teacher can check in with some but not all students, as long as the students who are working independently or with the teacher’s aide clearly do not require assistance. In these cases, the teacher should be assessed based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.

## Notes:

1. Because the second row assesses the effectiveness of the checks for understanding, which is the most important aspect of this standard, the second row should receive the majority of the weight when determining an overall score for IIM 5.
2. A special education teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the “pulse”). For example, as long as the special education teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable a special education teacher to get the “pulse” of the class. Or, if the special education teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the “pulse” of the class because the special education teacher gained enough information to be able to adjust subsequent instruction.
3. In some lessons, it can be appropriate to give the teacher credit for checking for understanding of directions, in addition to checking for understanding of content. However, a special education teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a Level 3 or Level 4 for this standard.
4. All of the techniques below can be effective checks for understanding if they are well executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. A special education teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate “pulse” of the class’s understanding at a key moment.
  - Asking questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
  - Asking students to respond on white boards; using exit slips, constructed responses, stop ‘n’ jots, or other written checks
  - Circulating and observing individual students’ or small groups’ work
  - Conferencing with individual students or small groups
  - Using role-playing, four corners, or other tactile/kinesthetic checks

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

The special education teacher checks for understanding of content at some key moments.

The special education teacher sometimes gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.\*

### Ineffective

*The following best describes what is observed:*

The special education teacher checks for understanding of content at few or no key moments.

The special education teacher rarely or never gets an accurate “pulse” at key moments because checks do not gather information about the depth of understanding for a range of students, when appropriate.\*

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 6 RESPOND TO STUDENT UNDERSTANDING

## Highly Effective

*The following best describes what is observed:*

## Effective

*The following best describes what is observed:*

	Highly Effective <i>The following best describes what is observed:</i>	Effective <i>The following best describes what is observed:</i>
Scaffolding	When students demonstrate misunderstandings or partial understandings, the special education teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the special education teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the special education teacher might help the student find the error, eliminate incorrect answers, or provide a cue to help the student arrive at the correct answer.
Re-teaching	<p>The special education teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.</p> <p>The special education teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer to see how students respond) or recognizes a student response as a common misunderstanding and shares it with the class to lead all students to a more complete understanding.†</p>	The special education teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. For example, the special education teacher might use a different approach to present a concept, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.
Probing	The special education teacher always probes students' correct responses, as appropriate, to ensure student understanding.	The special education teacher almost always probes students' correct responses, as appropriate, to ensure student understanding. For example, the special education teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her/his answer.

\* There are many factors that may determine whether it is appropriate to scaffold or re-teach, including pacing, the extent of a student's misunderstanding, the importance of the concept, and the number of students who have a particular misunderstanding. If the misunderstanding is significant or shared by many students, scaffolding may be an inefficient or ineffective way to address it. For example, if students have a significant conceptual misunderstanding that would limit their ability to move toward mastery, the special education teacher should likely re-teach the concept to certain students or the whole class, as appropriate.

† In some cases, the special education teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as Highly Effective practice in this row.

## Note:

- At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (e.g., if a special education teacher gives a student the opportunity to self-correct a mistake using a strategy the student just learned). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should not penalize the teacher in these situations, provided that the teacher arranges to address the misunderstandings later.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

When students demonstrate misunderstandings or partial understandings, the special education teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.\*

The special education teacher sometimes re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.

The special education teacher sometimes probes students' correct responses, as appropriate, to ensure student understanding.

**Ineffective***The following best describes what is observed:*

When students demonstrate misunderstandings or partial understandings, the special education teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.\*

The special education teacher does not re-teach effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.

The special education teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the special education teacher spends a significant portion of the lesson teaching material that students already understand.

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 7

## DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING

## Highly Effective

*The following best describes what is observed:*

## Effective

*The following best describes what is observed:*

	Highly Effective	Effective
Questions and Tasks	The special education teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The special education teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.
Support	After posing a question or task, the special education teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the special education teacher almost always uses appropriate strategies to ensure that students move toward higher-level understanding. For example, when students provide limited responses to questions, the special education teacher uses progressively challenging questions to develop higher-level understanding, or the special education teacher provides appropriate wait time after asking higher-level questions.*
Meaningful Response	Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding and show that they are accustomed to being asked these kinds of questions.†	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding and show that they are accustomed to being asked these kinds of questions.† Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.

\* In some cases, it is not appropriate for a special education teacher to persist in using these strategies with individual students (e.g., if a special education teacher has provided considerable wait time or progressively challenging follow-up questions to support a particular student, but would risk embarrassing the student by continuing after a certain point). In these instances, it would be appropriate for the special education teacher to move on and to return to the student at a later point.

† Observers should consider the point in the school year when assessing student responses. For example, in September a special education teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.

## Notes:

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a cognitively demanding text, a special education teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of cognitively demanding texts). In specialized settings with intellectually disabled students, a special education teacher should receive credit for asking question and posing tasks at a level of Bloom's taxonomy that is appropriately challenging for students, even if the questions or tasks are not at the highest level.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

The special education teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop most students' higher-level understanding.

After posing a question or task, the special education teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding.

Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.<sup>†</sup>

**Ineffective***The following best describes what is observed:*

The special education teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks that are increasingly complex that develop students' higher-level understanding.

After posing a question or task, the special education teacher rarely or never uses appropriate strategies to ensure that students move toward higher-level understanding.

Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.<sup>†</sup>

2. At some points in the lesson, it is not appropriate to ask questions to develop higher-level understanding (e.g., if students are rehearsing a basic skill). A special education teacher should not be penalized for not developing higher-level understanding during these portions of the lesson. However, over the course of every 30-minute observation, there should be some opportunities to ask questions that develop higher-level understanding.
3. Observers should remember that even the most basic content can be taught rigorously and that all students can be asked higher-level probes that target their zones of proximal development. For example, for a first grade student with an intellectual disability who is just learning to identify colors, asking the student to say the name of the color rather than to just point to the color might be an example of a higher-level question for this student.
4. Observers should consider both verbal and written questions when assessing the first row in this standard.
5. It may be especially important to provide special education students with ample wait time and to explicitly teach students strategies for responding to more challenging questions.

## LEVEL 4 (HIGHEST)

## LEVEL 3

## IIM 8

## MAXIMIZE INSTRUCTIONAL TIME

## Highly Effective

*The following best describes what is observed:*

## Effective

*The following best describes what is observed:*

Routines, Procedures, and Transitions	Routines and procedures for providing support to students within the co-taught environment, and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher are orderly, efficient, and systematic with minimal prompting from the special education teacher; some students share responsibility for the operations and routines in the classroom, and all students know how they can get help from the special education teacher.	Routines and procedures for providing support to students within the co-taught environment (e.g., a procedure for checking in with the special education teacher) run smoothly with some prompting from the special education teacher, and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher are generally smooth with some direction from the special education teacher; students generally know their responsibilities and how they can get help from the special education teacher.
Student Idleness	Students always have something meaningful* to do.  Lesson pacing also is student-directed or individualized, when appropriate.	Students always have something meaningful* to do.
Lesson Pacing	The special education teacher spends an appropriate amount of time providing support on each part of the lesson.	The special education teacher spends an appropriate amount of time providing support on each part of the lesson.
Student Behavior	The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because the special education teacher efficiently implements behavioral support systems that clearly impact student behavior with minimal disruption of the classroom environment.	Inappropriate or off-task student behavior rarely interrupts or delays the lesson, or the special education teacher has clearly put in place behavioral supports to help raise the students' awareness of their behavioral needs and provide meaningful incentives to help the students improve. For example, systems for tracking behavior over time are implemented, and students receive frequent and immediate feedback on their behavior.

\*For the vast majority of lessons, meaningful should be interpreted as aligned with appropriate academic standards. For example, providing students with word searches or with extended periods of time to copy notes or cut out words or shapes in preparation for an activity should not be considered meaningful work.

## Notes:

1. The pace of the lesson will vary depending on factors such as the objective being taught and student readiness. The special education teacher should receive credit if the pace is appropriately responsive to students' needs and if students are engaged in meaningful work, even if the pace may not be considered appropriate in a general education context.
2. Especially in classrooms with emotionally disturbed students, routines and procedures may include specific behavioral systems to promote engagement and support students in managing inappropriate behaviors. These systems may provide students with time for reflection and opportunities to respond to positive reinforcement.
3. If an observation is underway and a student crisis interrupts instruction, the special education teacher should not be penalized if s/he responds in a way that is appropriate and that causes minimal disruption for the rest of the class.

## LEVEL 2

## LEVEL 1 (LOWEST)

### Minimally Effective

*The following best describes what is observed:*

Routines and procedures for providing support to students within the co-taught environment and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher require significant prompting and direction from the special education teacher; students are sometimes unclear about what they should be doing or how they can get help from the special education teacher.

There are brief periods of time when students have nothing meaningful\* to do (e.g., while the special education teacher is supporting one student while other students wait without any instructions for what to do while waiting).

The special education teacher spends too much or too little time providing support on one part of the lesson. For example, the special education teacher might continue to provide instruction on a skill after all of her/his students have clearly mastered this skill.

Inappropriate or off-task student behavior sometimes interrupts or delays the lesson, or the special education teacher has put in place behavioral supports that are not entirely effective.

### Ineffective

*The following best describes what is observed:*

Routines and procedures for providing support to students within the co-taught environment are not evident or are generally ineffective; the special education teacher heavily directs activities and often disrupts the rest of the class in doing so, transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher are disorderly and inefficient, students are unclear about what they should be doing, or students rarely follow the special education teacher's directions.

There are significant periods of time when students have nothing meaningful\* to do.

The special education teacher spends too much or too little time providing support on more than one part of the lesson; or the special education teacher spends significantly too much or too little time providing support on one part of the lesson. For example, the special education teacher might spend 20 minutes supporting students on the warm-up when the general education teacher has moved on to providing direct instruction on the day's objective.

Inappropriate or off-task student behavior frequently interrupts or delays the lesson, or there is no evidence that the special education teacher has put any behavioral supports in place.

## LEVEL 4 (HIGHEST)

## LEVEL 3

IIM 9

## BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY

	<b>Highly Effective</b> <i>The following best describes what is observed:</i>	<b>Effective</b> <i>The following best describes what is observed:</i>
<b>Investment</b>	<p>Students are invested in their work and value academic success.</p> <p>Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work, without prompting from the special education teacher.</p>	<p>Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.</p>
<b>Risk-Taking</b>	<p>The special education teacher effectively supports a safe classroom environment for students to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the special education teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.</p>	<p>The special education teacher effectively supports a safe classroom environment for students to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the special education teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.</p>
<b>Respect</b>	<p>Students are always respectful of the special education teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions.</p>	<p>Students are always respectful of the special education teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions.</p>
<b>Reinforcement</b>	<p>The special education teacher meaningfully reinforces positive behavior and good academic work, when appropriate.</p> <p>Students also give unsolicited praise or encouragement to their peers, when appropriate.</p>	<p>The special education teacher meaningfully reinforces positive behavior and good academic work as appropriate. For example, the special education teacher offers students specific praise.</p>
<b>Rapport</b>	<p>The special education teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.</p> <p>There is also evidence that the special education teacher has strong, individualized relationships with some students in the class. For example, the special education teacher might demonstrate personal knowledge of students' lives, interests, and preferences.</p>	<p>The special education teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.</p>

\* Brief interruptions due to student excitement (e.g., when a student accidentally shouts out an answer because s/he is excited to respond) should not be counted against a teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or the ability of other students to respond.

## Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should receive a Level 1 for this standard.
2. In specialized education settings where there is only one student present during the observation, the observer should disregard references to peer interaction and assess the special education teacher on the other indicators of this standard.

**LEVEL 2****LEVEL 1 (LOWEST)****Minimally Effective***The following best describes what is observed:*

Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.

The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the special education teacher for help even when they need it; or, some students might occasionally respond negatively when a peer answers a question incorrectly.

Students are generally respectful of the special education teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,\* or might be respectful and attentive to the special education teacher, but not to their peers.

The special education teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.

The special education teacher has a positive rapport with some students but not others; there is no evidence of negative rapport.

**Ineffective***The following best describes what is observed:*

Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.

The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the special education teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.

Students are frequently disrespectful to the special education teacher or their peers. For example, they might frequently interrupt\* or be clearly inattentive when the special education teacher or their peers are speaking.

The special education teacher rarely or never reinforces positive behavior and good academic work, or does so for only a few students.

There is little or no evidence of a positive rapport between the special education teacher and the students, or there is evidence that the special education teacher has a negative rapport with some students.

### What is Teacher-Assessed Student Achievement Data?

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

### What assessments can I use?

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

### Why is this one of my IMPACT components?

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

In addition, we recognize that the PARCC assessment captures 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, you and your administrator will decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year.

Please note that your administrator must approve your choice of assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually, or may choose to set school-wide achievement targets. Once you and your administrator have decided on the assessment(s) you will use, your student learning targets, and the weights you will assign to them, you will enter your TAS goals into the IMPACT database using the TAS Goal Builder.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based upon the rubric. The deadline for administrators to score TAS is the last day of school.\*

TAS achievement targets and scores are tracked in the IMPACT database: <http://impactdcps.dc.gov>.

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.

\* 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.



Bel Perez Gabilondo



Andy Le



Bel Perez Gabilondo



Simona Minnatti



Michael DeAngels



Andrea Leoncavallo

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

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

## LEVEL 4 (HIGHEST)

## LEVEL 3

### TAS 1

### TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth\*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth\*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

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

Note:

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



Andy Le



Andy Le

## LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth\*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

## LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth\*; assessments used are not **approved** by the administration; or scores reported are not **validated** by the administration.



### What is IEP Timeliness?

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

### 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.*





Andy Le



Michael DeAngelis



Bel Perez Gabilondo

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

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

**LEVEL 4 (HIGHEST)**

**LEVEL 3**

**IEPT 1**

**INDIVIDUALIZED EDUCATION PLAN TIMELINESS**

Special education teacher completes **100%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Special education teacher completes **95-99%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.



Simona Monnatti



Michael DeAngelis

## LEVEL 2

Special education teacher completes **90-94%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

## LEVEL 1 (LOWEST)

Special education teacher completes **less than 90%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.



**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 Office of Specialized Instruction.

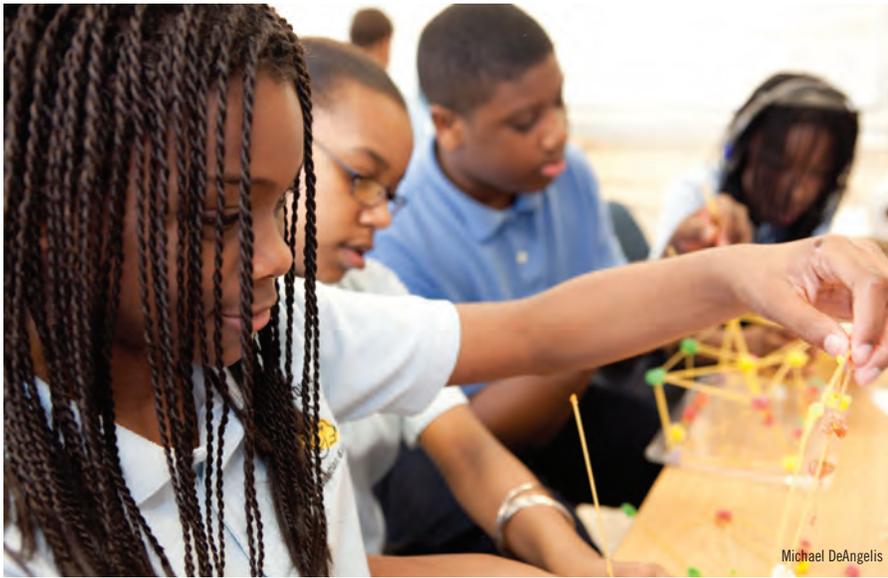
**Why is this one of my IMPACT components?**

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

**How will my Eligibility Timeliness be calculated?**

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

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



Michael DeAngelis



Bel Perez Gabilondo



Brian Tropiano

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

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

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 Office of Specialized Instruction.



## 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 Office of Specialized Instruction.



Meghan Gay

### What is Commitment to the School Community?

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

### Why is this one of my IMPACT components?

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

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

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section. The first assessment will occur by December 17 and the second by June 15. For more information about school-specific CSC expectations, please contact your administrator.

At the end of each cycle, you can view your final Commitment to the School Community rating in the IMPACT database (<http://impactdpcs.dc.gov>). While a conference to discuss your Commitment to the School Community rating 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) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

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

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

SAMPLE SCORE CHART  
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/17	CYCLE ENDS 6/15	OVERALL (Average of Cycles)
<b>CSC SCORE</b> (Average of CSC 1 to CSC 5)	3.40	3.60	3.50
<b>CSC 1:</b> Support of the Local School Initiatives	3.0	4.0	
<b>CSC 2:</b> Support Special Education and ELL Programs	4.0	3.0	
<b>CSC 3:</b> High Expectations	4.0	4.0	
<b>CSC 4:</b> Partnership with Families (for Teachers Only)	3.0	4.0	
<b>CSC 5:</b> Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis



Michael DeAngelis



Bel Perez Gabilondo



Bel Perez Gabilondo



Michael DeAngelis



Michael DeAngelis



Bel Perez Gabilondo

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

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

LEVEL 4 (HIGHEST)

LEVEL 3

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

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

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

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

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

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

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

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

**CSC 3 | HIGH EXPECTATIONS**

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

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

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

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

## LEVEL 2

## LEVEL 1 (LOWEST)

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

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

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

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

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

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

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4

PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

*Examples of how one might engage students' families include: communicating with families regularly (e.g., phone calls, text messages, emails, or home visits), including families in class projects, sharing data with families about student progress (strengths and areas for growth) and strategies for supporting student learning at home, collaborating with families to set goals throughout the year, encouraging families to attend school and district events including parent-teacher conferences, and creating a welcoming classroom environment for families.*

CSC 5

INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

*Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.*



## LEVEL 2

Teacher **sometimes** engages students' families as valued partners in an effective manner.

## LEVEL 1 (LOWEST)

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



Andy Le



Andy Le

## What is Core Professionalism?

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

## How will my Core Professionalism be assessed?

Your administrator will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 17 and the second by June 15.

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 scored?

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

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

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

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

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

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

SAMPLE SCORE CHART  
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/17	CYCLE ENDS 6/15	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis



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

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

MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1 ATTENDANCE

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

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

CP 2 ON-TIME ARRIVAL

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

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

CP 3 POLICIES AND PROCEDURES

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

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

CP 4 RESPECT

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

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

## SIGNIFICANTLY BELOW STANDARD

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

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

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

# SUPPORTING YOUR SUCCESS

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

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

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

### CURRICULAR RESOURCES

DCPS teachers and content experts together developed a variety of curricular resources to support teaching of the Common Core State Standards in English language arts and mathematics, the Next Generation Science Standards in science, and the DC standards in other subjects. These resources include scope and sequence documents, unit overviews, recommended anchor texts, suggested summative assessments, and many other resources.

### EDUCATOR PORTAL<sup>+</sup>

The Educator Portal<sup>+</sup> ([www.educatorportalplus.com](http://www.educatorportalplus.com)) is an online platform that provides teachers with curricular resources across all subjects. Curricular resources are aligned with Common Core State Standards, Next Generation Science Standards, and District of Columbia standards.

In addition, through the Educator Portal<sup>+</sup>, teachers may access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework (TLF). Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and subject areas
- **Teach Standard Resource Sets:** A collection of self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard

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

## REALITY PD

Reality PD is an extensive library of professionally produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers.

Each video focuses on one Teach standard from the Teaching and Learning Framework. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and are a powerful professional development tool to drive great practice.

For example:

- Teachers may view videos as part of their own, self-guided professional development.
- Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.
- In written reports or during post-observation conferences, administrators and master educators may refer teachers to videos that are relevant to particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

You can access these resources by visiting <http://www.educatorportalplus.com> and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact [reality.pd@dc.gov](mailto:reality.pd@dc.gov) with any questions.



Victoria Tyson, footage from School Without Walls SHS



Sabrina Malone, footage from Houston ES



Lakia Kenan, footage from Orr ES



William Taylor, footage from Browne EC



Scott Harding, footage from Maury ES



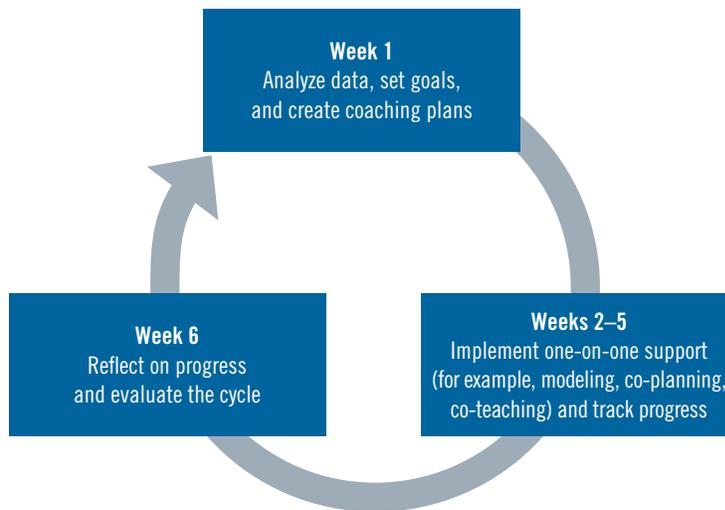
Victoria Pearson, footage from Stuart-Hobson MS

## INSTRUCTIONAL COACHES

School-based instructional coaches support teachers in improving their practice through differentiated, job-embedded professional development. During learning cycles and in other settings, instructional coaches work with teachers to analyze data and student work, observe and debrief lessons, co-teach, and model effective practices. See below for more information about learning cycles.

### Learning Cycles

Instructional coaches facilitate learning cycles that focus on the Common Core State Standards and the Teaching and Learning Framework. Learning cycles are designed to provide teachers with intensive classroom support over the course of several weeks in both one-on-one and group settings. This approach exemplifies research-based best practices for professional development: support is extended over time, is targeted and specific, and includes ongoing follow-up.



“My instructional coach has helped me collaboratively plan with my colleagues. He has also helped me enhance my lessons by making them more rigorous with higher-order thinking questions.”

TEACHER, BURROUGHS EC

“The learning cycle model has been a powerful tool for instructional coaches in our support of teachers. Through collaboration, reflection, and consultation, I have been able to assist teachers in acquiring pedagogical knowledge that has not only improved teacher practice but also student outcomes. The icing on the cake is that I am a stronger, more confident instructional coach armed with a set of scientifically proven practices that relate directly to teachers’ needs.”

INSTRUCTIONAL COACH, BROWNE EC

## MASTER EDUCATORS

Master educators provide professional development to teachers through post-observation conferences (POCs), during which master educators and teachers debrief a recent observation and discuss strengths and areas for growth according to the Teaching and Learning Framework. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. Shortly after these conferences, teachers may view their final written reports, including scores and comments for each of the nine Teach standards, by logging into the IMPACT database at <http://impactdcps.dc.gov>. Master educators will also provide professional development sessions on instructional best practices to teachers across the district.

*“Thank you for a truly enlightening and productive debriefing discussion. I felt I received valuable strategies to help me improve my teaching ability and build stronger relationships with my students. It was a pleasure to receive such relevant and helpful advice.”*

*Renaë Ramble, Teacher, Jefferson Middle School,  
writing to a master educator*

## NEW TEACHER SUPPORT

All teachers new to DCPS are invited to attend New Teacher Orientation, a two-day training at the beginning of the year designed to familiarize newcomers with the Teaching and Learning Framework and district policies.

In addition, new teachers are encouraged to utilize Teaching in Action to observe their high-performing colleagues during scheduled classroom observations.

## TEACHING IN ACTION

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

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

## PD PLANNER

PD Planner is an online catalog of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS and the Washington Teachers’ Union. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

## FOR SPECIAL EDUCATION TEACHERS

The Office of Specialized Instruction (OSI) offers a variety of professional development opportunities throughout the summer and school year. Priorities for full-time program teachers include specific curriculum and reading intervention training, Safetycare, ELA block guidance, paraprofessional scope and sequence, and classroom collaboration. Priorities for resource and inclusion teachers include classroom strategies for behavior management, utilizing Universal Design for Learning (UDL), differentiation, and continuum of services and co-teaching. OSI and the Office of Teaching and Learning are developing collaborative student literacy training for both general and special education. OSI also provides a range of other opportunities such as transition, self-advocacy, Least Restrictive Environment, Section 504, and Extended School Year trainings. For more information about teacher professional development, please visit the special education page of the Educator Portal<sup>+</sup>.

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

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

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

## FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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

### **“NOW THAT I HAVE MY IMPACT ASSESSMENT, WHAT SHOULD I DO?”**

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.
- Work with your instructional coach. It's useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.
- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal's job.
- View 'Reality PD' lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.
- Participate in the Teaching in Action program to observe a teacher who is strong in an area in which you'd like to improve. See more information about the program in this section.
- Access relevant resources, such as the Teach Resource Sets, from the Educator Portal<sup>+</sup>.

## DCPS UNION PARTNERS

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

- **American Federation of State, County, and Municipal Employees (AFSCME) Local 2921:** American Federation of State, County, and Municipal Employees (AFSCME) members work in public schools throughout the nation in helping children realize their full potential. They do so by providing services critical to an effective and healthy learning environment — assisting in the classroom, and providing clerical and other support to teachers, administrators, and families. AFSCME Local 2921 represents DCPS' school-based clerical staff and educational aides. For more information, please visit [www.districtcouncil20.org](http://www.districtcouncil20.org).
- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit [www.teamsters639.com](http://www.teamsters639.com).
- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit [www.councilofschoolofficers.org](http://www.councilofschoolofficers.org).
- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 4,500 members in Washington, D.C., including teachers, related service providers, counselors, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit [www.wtulocal6.org](http://www.wtulocal6.org).

# PUTTING IT ALL TOGETHER

## What does this section explain?

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

### Step 1

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

### Step 2

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

#### SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Teaching and Learning Framework (TLF) or Individualized Instruction Model (IIM)	3.72	x 65	= 241.8
Teacher-Assessed Student Achievement Data (TAS)	4.00	x 15	= 60.0
Individualized Education Plan Timeliness (IEPT)	3.00	x 5	= 15.0
Eligibility Timeliness (ELT)	4.00	x 5	= 20.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
<b>TOTAL</b>			<b>372</b>

### Step 3

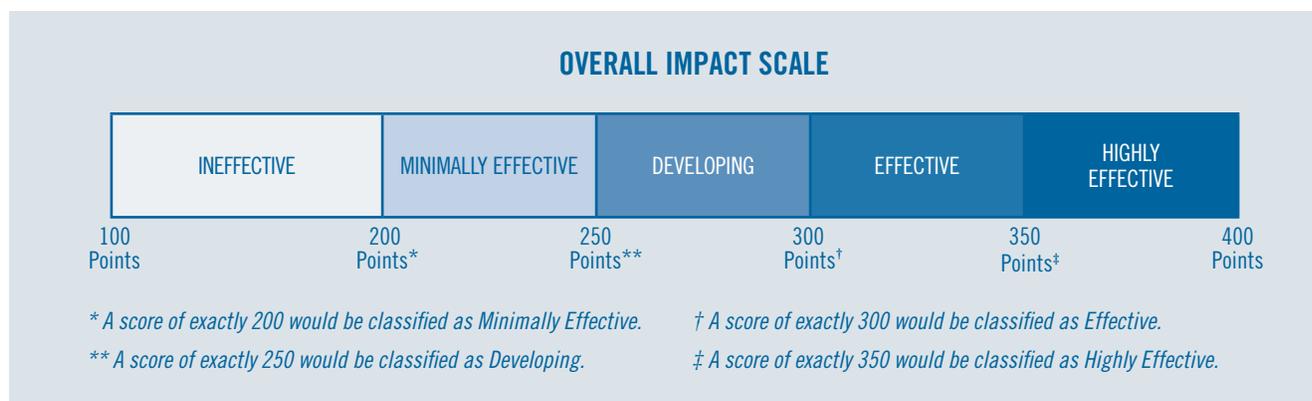
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

### Step 4

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

## Step 5

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



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

*\*Specifically, DCPS may, at its discretion, revise 2015–2016 cycle deadline dates in order to accommodate district-wide testing schedules.*

## 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 *IMPACTplus* section of this guidebook.

**Effective:** This rating signifies solid performance. These teachers will progress normally on their pay scales. As teachers earn Effective ratings, they are eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than teachers who earn Highly Effective ratings. Members of the Washington Teachers' Union (WTU) may be eligible for additional compensation as outlined in the *IMPACTplus* 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 until he or she earns a rating of Effective or Highly Effective and he or she will not advance on the LIFT career ladder. If, after three years, a teacher does not move beyond the Developing rating, he or she will be subject to separation.

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

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

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

### If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

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

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

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

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

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

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

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

### **Can I contest a score in the middle of the year?**

No. The formal appeals process takes place after final IMPACT ratings are calculated at the end of the school year. However, during the school year, if you have additional evidence which you believe should be reviewed in determining a specific assessment score, you may submit that evidence directly to your assessor for his or her consideration.

## 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. Highly Effective and Effective teachers who reach the Advanced Teacher LIFT stage and Highly Effective teachers who reach the Distinguished Teacher and Expert Teacher LIFT stages at high-poverty schools may be eligible for base salary increases as outlined later in this section.

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

All teachers, instructional coaches, librarians, counselors, some related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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

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

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

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

## How does it work?

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



Andrea Leoneavalla

## PART 1: ANNUAL BONUS

### How does the annual bonus work?

The chart below describes the bonus structure.

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

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

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

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

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

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

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

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

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

### If I retire at the end of the 2015–2016 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 2015–2016 school year, will I be eligible for the bonus?

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

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

No.

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

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

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

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

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

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

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

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

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

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

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

Yes.

### **If I earn a Highly Effective rating again in the next school year (2016–2017), will I be eligible for another bonus?**

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

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

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

## PART 2: INCREASE IN BASE SALARY

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

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 <sup>†</sup>
	Distinguished	5 Years <sup>†</sup>
	Expert	5 Years <sup>†</sup>

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

### ADVANCED TEACHER STAGE

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

*For example, let's imagine that it is the end of the 2015–2016 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2016–2017 school year — your fifth year of teaching — we would actually pay you as if you were in your seventh year (5 years + 2 year service credit). In this case, your salary would increase from \$61,158 to \$69,132 — a base salary increase of nearly \$8,000.*

### DISTINGUISHED TEACHER STAGE

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

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

*For example, let's imagine that it is the end of the 2015–2016 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you have a bachelor's degree only. For the 2016–2017 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your eleventh year (6 years + 5 year service credit). In this case, your salary would increase from \$56,655 to \$81,335 — a base salary increase of nearly \$25,000.*

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

## EXPERT TEACHER STAGE

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

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

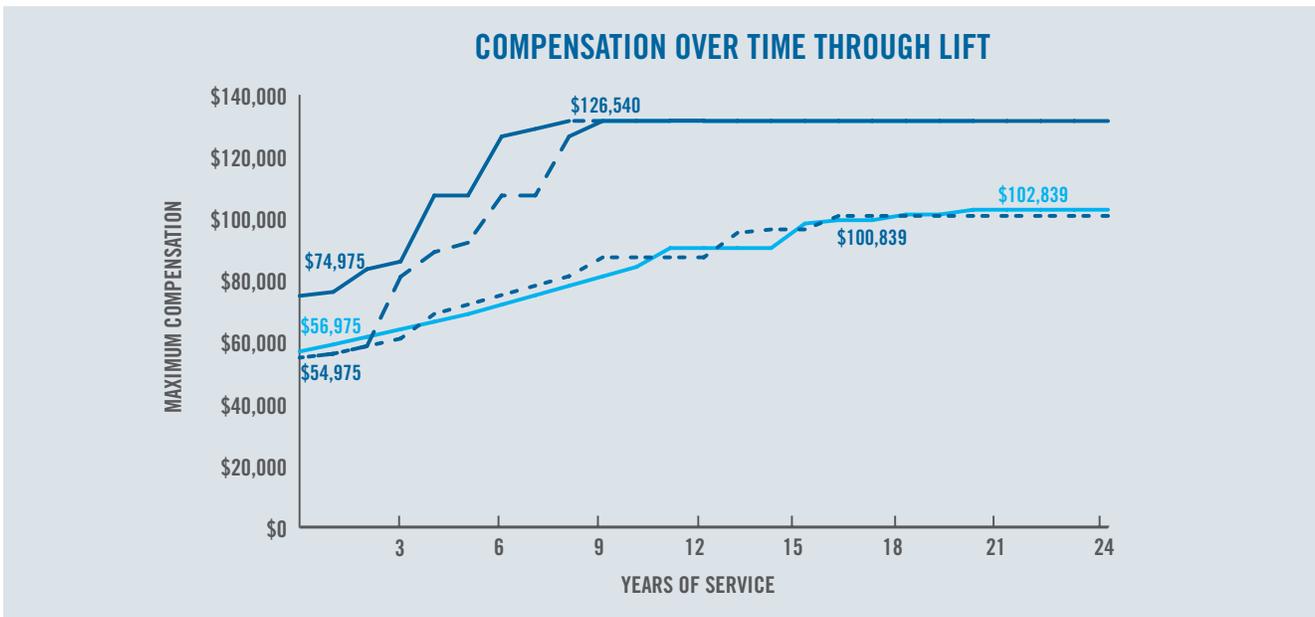
For example, let's imagine that it is the end of the 2015–2016 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2016–2017 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your fifteenth year (10 years + 5 year service credit). In this case, your salary would increase from \$75,232 to \$92,613 — a base salary increase of more than \$17,000.

## How will my compensation increase over time through LIFT?

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

The graph below represents compensation over time for four hypothetical teachers with master's degrees:

- **Teacher 1:** A teacher who consistently earns Highly Effective ratings at a high-poverty school\*
- - **Teacher 3:** A teacher who consistently earns Effective ratings at a high-poverty school\*
- - - **Teacher 2:** A teacher who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school\*
- **Teacher 4:** A teacher who earns Highly Effective ratings at a low-poverty school\*



\*Note: In these two cases, the compensation figures above assume that the teacher earns the maximum annual bonus amount of \$20,000 because she or he earns a Highly Effective IMPACT rating and works in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in one of the 40 lowest-performing schools, they will be eligible for a bonus of \$10,000.

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

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

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

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

*For example, imagine that you are at the Established Teacher stage during the 2015–2016 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2016–2017 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in 2015–2016 and in 2016–2017 must be high-poverty.*

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

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

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

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

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

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

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

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

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

## What is IMPACT*plus*?

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

## Who is eligible for IMPACT*plus*?

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

## 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 does the annual bonus work?

The chart below describes the bonus structure.

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

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

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

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

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

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

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

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

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

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

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

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

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

### **If I *retire* at the end of the 2015–2016 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 2015–2016 school year, will I be eligible for the bonus?**

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

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

No.

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

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

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

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

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

Yes.

### **If I earn a Highly Effective rating again in the next school year (2016–2017), will I be eligible for another bonus?**

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

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

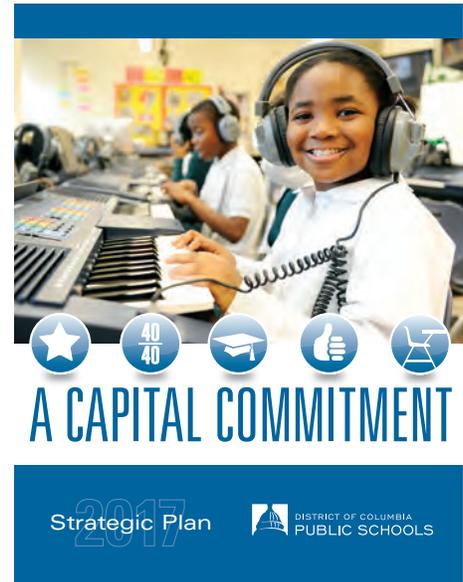
Please contact the IMPACT team at 202-719-6553 or [impactdcps@dc.gov](mailto:impactdcps@dc.gov).

# CONCLUDING MESSAGE

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

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

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











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