Special Education Teachers –

Communication and Education Supports (CES) Program - Early Childhood Education

GROUP 3c

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2021 2022

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PUTTING GROWTH FIRST

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

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

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

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

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

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

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GROUP 3c: OVERVIEW

Who is in Group 3c?

Group 3c consists of all full-time Pre-K 3, Pre-K 4, and kindergarten CES program special education teachers.

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

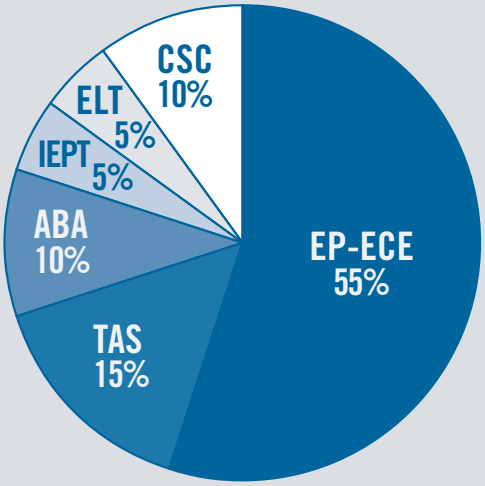
There are seven components for members of Group 3c. Each is explained in greater detail in the following sections of this guidebook.

- **Essential Practices – Early Childhood Education (EP-ECE)** — These are a measure of your instructional expertise. This component makes up 55% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. This component makes up 15% of your IMPACT score.
- **Applied Behavior Analysis for CES Classrooms (ABA)** — This is a measure of the extent to which you appropriately implement ABA principles and methodology in your class. This component makes up 10% of your IMPACT score.
- **Individualized Education Program Timeliness (IEPT)** — This is a measure of the extent to which you complete your assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 5% of your IMPACT score.
- **Eligibility Timeliness (ELT)** — This is a measure of the extent to which you complete the special education eligibility process for your assigned students within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 5% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

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

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

IMPACT COMPONENTS FOR GROUP 3c



- Essential Practices – Early Childhood Education (EP-ECE)*
- Teacher-Assessed Student Achievement Data (TAS)
- Applied Behavior Analysis for CES Classrooms (ABA)
- Individualized Education Program Timeliness (IEPT)
- Eligibility Timeliness (ELT)
- Commitment to the School Community (CSC)

**The Essential Practices – Early Childhood Education (EP-ECE) component will expand to replace components of the pie that cannot be scored.*

EP-ECE ESSENTIAL PRACTICES – EARLY CHILDHOOD EDUCATION

What are the DCPS Essential Practices?

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

EP1: Cultivate a responsive learning community

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

EP2: Challenge students with rigorous content

- Element 2.A – Rigorous Content

EP3: Lead a well-planned, purposeful learning experience

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

EP4: Maximize student ownership of learning

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

EP5: Respond to evidence of student learning

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

Why do we need the DCPS Essential Practices?

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

Who developed the DCPS Essential Practices?

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

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

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

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

When observing combined model (simulcast) and virtual instruction, evaluators may select "Not Scored," instead of a score for certain elements if they are not able to gather the necessary evidence to provide a score due to the limitations of technology. If an evaluator selects "Not Scored" for an element, the other element of that Essential Practice standard will count as the teacher's score for that standard.

Who conducts IMPACT observations?

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

How many IMPACT observations will I receive?

You will receive either one or two observations in school year 2021–22.* Expert level teachers will be automatically opted out of a second observation if they receive a 3.0 or higher in Cycle 1.

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

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

SAMPLE SCORE CHART

DCPS ESSENTIAL PRACTICES (EP)

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

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

LIFT STAGES

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

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

How long will each formal IMPACT observation last?

All formal in-person observations will be at least 30 minutes long. Virtual observations will often be 30 minutes long as well, but given that virtual learning experiences may be shorter than typical in-person lessons, they can be as short as 15 minutes long. If necessary an observer may observe multiple virtual lessons to view at least 15 minutes of instruction.

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

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

Will I receive an informal observation?

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

Will IMPACT observations be announced or unannounced?

IMPACT observations are unannounced.*

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

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

How will I receive feedback from my IMPACT observation?

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

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

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

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

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

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

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

1.A Supportive Community

LEVEL 4

All students are valued members of a welcoming and responsive learning community.* **The teacher proactively cultivates community with and among students.**

For example, the pre-kindergarten or kindergarten teacher:
- Consistently encourages students to praise and show appreciation for one another
- Provides time, space, and structures for positive interactions between students such as morning meeting "shout-outs"
- Has meaningful systems in place to encourage acts of kindness and compassion with peers and adults
- Encourages students to welcome peers, help each other, and/or show interest in each other consistent with their developmental levels

See also examples from Level 3

LEVEL 3

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

For example, the pre-kindergarten or kindergarten teacher:
- Models positive social interactions (e.g., encouragement through high-fives and/or clapping)
- Displays positive affect toward students
- Is responsive to students' needs and matches support to their developmental age and abilities
- Is attentive to student concerns and responds appropriately
- Conveys understanding of and respect for students' unique characteristics
- Seeks, welcomes, and values students' thoughts, ideas, and perspectives
- Provides opportunities for students to use their home language
- Develops and reinforces students' self-advocacy skills (e.g., speaking up, finding support when needed, making decisions)
- Is responsive to students' non-verbal expressions (e.g., smiling, clapping, snapping)
- Uses appropriate strategies and has systems in place to manage behaviors that are manifestations of a student's disability
- Provides private explanations for why students are being moved, diapered, or having clothes changed, as needed

For example, the pre-kindergarten or kindergarten learning environment:
- Includes materials and displays reflective of students' identities (e.g., racial, cultural, linguistic, ethnic, national, familial)
- Displays students' authentic and current work

LEVEL 2

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

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

For example, some pre-kindergarten and kindergarten students:
- Follow basic classroom expectations
- Display mild negativity toward teacher and/or peers
- Are frequently in conflict with peers

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten teacher:
- Uses inappropriate sarcasm with students
- Is frequently dismissive of student needs, emotions, or ideas

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

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

1.B Student Engagement

LEVEL 4

All students are engaged throughout the learning experience OR almost all students are engaged throughout the learning experience and the teacher responds to disengagement by inviting students back in to the learning experience. **The teacher promotes engagement by establishing purpose for what students are learning and doing.**

For example, the pre-kindergarten or kindergarten teacher:
- Shares with students what they are working on and why, as appropriate
- Has clear, student-friendly academic and developmental objectives for centers or workstations
- Communicates daily developmental objectives in ways such as oral explanations, sight words, pictures, and voice recordings

See also examples from Level 3

LEVEL 3

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

For example, engaged pre-kindergarten and kindergarten students:
- Demonstrate interest in learning activities and/or the learning environment
- Are on task, as applicable
- Are verbally and/or non-verbally responsive to the teacher
- Actively seek and use tools to self-soothe and satisfy sensory needs without disrupting the learning experience

For example, the pre-kindergarten or kindergarten teacher:
- Responds to disengagement by inviting students back in a positive way
- Uses reengagement strategies such as proximity, non-verbal cues, breaks, or reflection, as appropriate
- Recognizes when students need space and/or time to successfully re-focus
- Differentiates responses to inappropriate behavior based on student need
- Offers students social stories reflective of classroom expectations and/or provides sensory manipulatives and visual models to redirect attention to the learning
- Provides multiple ways for students to demonstrate engagement, persistence, and self-regulation
- Uses available technology, including assistive technology (e.g., GoTalk® boards, buttons, or other), to promote engagement
- Uses successive approximation, including rewarding or affirming incremental progress toward goals, to promote engagement
- Promotes student investment by using visuals, positive behavior charts, tokens, and/or other appropriate strategies

LEVEL 2

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

For example, engaged pre-kindergarten and kindergarten students:
- Demonstrate interest in learning activities and/or the learning environment
- Are on task, as applicable
- Are verbally and/or non-verbally responsive to the teacher
- Actively seek and use tools to self-soothe and satisfy sensory needs without disrupting the learning experience

For example, the pre-kindergarten or kindergarten teacher:
- Does not attempt to invite disengaged students back into the learning experience when appropriate to do so

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten teacher:
- Responds negatively to student disengagement

ESSENTIAL PRACTICES – EARLY CHILDHOOD EDUCATION *Specialized Instruction*

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

Pre-Kindergarten

Leap Module Examples

Pre-K LEAP modules support teachers in establishing a classroom community that is responsive and characterized by warm and supportive relationships.

LEAP modules feature the following core instructional practices:

- Positive Climate: Developing emotional connections with and among students, and communicating warmth, respect, and enjoyment through verbal and non-verbal interactions
- Teacher Sensitivity: Identifying and responding to students' emotional needs
- Regard for Student Perspectives: Emphasizing students' interests, motivations, and points of view through interactions

Kindergarten English Language Arts

Leap Module Examples

LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community in which they work collaboratively, discuss their thinking and their ideas, and challenge each other in a productive way.

LEAP modules feature the following core instructional practices:

- Flexibly move students in and out of groups as their instructional needs change
- Plan opportunities to leverage collaborative conversations as a structure supporting evidence-based writing
- Cultivate a literacy-rich environment that promotes a love of reading and writing

Kindergarten Mathematics

Leap Module Examples

LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community in which they work collaboratively, discuss their thinking and their ideas, and challenge each other in a productive way.

LEAP modules feature the following core instructional practices:

- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Allocate sufficient wait time so that more students can formulate and offer responses
- Praise students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems

WORD WALL

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4

The learning experience is aligned to academic and/or developmental standards (as defined by the DC Early Learning Standards, Common Core State Standards, GOLD®, or other appropriate standards) and is appropriately challenging for students. **The learning experience fosters students' curiosity about the content.**

For example, the pre-kindergarten or kindergarten learning experience:
- Provides opportunities for students to grapple with and/or pose compelling questions and ideas
- Centers around content that is meaningful for students
- Encourages students to make connections to other content areas and/or academic disciplines
- Provides opportunities for students to infer meaning and/or identify patterns
- Integrates life and/or social skills content with academic content, as appropriate

See also examples from Level 3

LEVEL 3

The learning experience is **aligned** to academic and/or developmental standards (as defined by the DC Early Learning Standards, Common Core State Standards, GOLD®, or other appropriate standards) and is **appropriately challenging** for students.

For example, the content is aligned to appropriate standards such as:
- (Kindergarten only) Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA
- DC Early Learning Standards
- GOLD® domains and objectives

AND

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

LEVEL 2

The learning experience is **aligned** to academic and/or developmental standards (as defined by the DC Early Learning Standards, Common Core State Standards, GOLD®, or other appropriate standards) but is **not appropriately challenging** for students.

For example, the content is aligned to appropriate standards such as:
- (Kindergarten only) Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA
- DC Early Learning Standards
- GOLD® domains and objectives

BUT

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

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the learning experience:
- Is not challenging
- Is misaligned to appropriate standards

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

Pre-Kindergarten

Leap Module Examples

Pre-K LEAP modules support teachers in using the Early Learning Standards and GOLD objectives to promote student thinking and language development through practices illustrated in the CLASS Instructional Support indicators.

LEAP modules feature the following core instructional practice:

- Concept Development: Using instructional discussion activities, rather than rote instruction, to promote students' higher-order thinking skills and cognition

Kindergarten English Language Arts

Leap Module Examples

LEAP modules unpack the complexity of the Common Core State Standards by focusing on their specific strands (Reading, Writing, Speaking and Listening, and Language).

LEAP modules feature the following core instructional practices:

- Plan questions and prompts for small group literacy that reflect the rigor defined in the Common Core State Standards
- Plan text dependent questions and prompt designed to increase student understanding of the inferential meaning of a text
- Leverage the read aloud to model fluency and build content knowledge

Kindergarten Mathematics

Leap Module Examples

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

LEAP modules feature the following core instructional practices:

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

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

3.A Skillful Design

LEVEL 4

The learning experience and learning environment are well-planned such that tasks and activities effectively promote students' development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts). **The learning experience is designed to maximize the amount of time students have to grapple with content.**

For example, the pre-kindergarten or kindergarten teacher:
- Limits time spent on routines and procedures, as appropriate
- Ensures activities are efficient and purposeful
- Maximizes time for student play and/or work with complex problems
- Maximizes time for students to explore purposeful materials in centers or workstations
- Utilizes minimally intrusive prompts and supports to promote student independence in completing daily routines and transitions (e.g., visual schedules, "first, then" boards, checklists, student choice)

See also examples from Level 3

LEVEL 3

The learning experience and learning environment are **well-planned** such that tasks and activities **effectively** promote students' development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).

For example, the pre-kindergarten or kindergarten learning experience:
- Includes opportunities for complex play in which students integrate developmental skills
- Has students apply prior knowledge to similar challenges
- Provides skill-based instruction in a variety of settings (e.g., Natural Environment Teaching) and contexts to promote transferability of skills

For example, the pre-kindergarten or kindergarten learning environment:
- Presents students with real-world scenarios, materials, and problems that require students to integrate skills and concepts
- Offers students opportunities for different types of academic learning in centers or workstations (e.g., independent or guided exploration, direct instruction, inquiry)
- Takes place in a setting that promotes focus on learning and minimizes distractions

LEVEL 2

The learning experience or learning environment includes tasks or activities that are **not entirely effective** at promoting students' development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).

For example, the pre-kindergarten or kindergarten learning experience:
- Includes tasks and activities that do not promote development across domains
- Includes tasks and activities that are too long or too short in duration
- Includes tasks and activities that do not move student learning forward

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten learning experience:
- Does not reflect strategic planning or promote skill acquisition
- Features center or workstation materials that are not interesting, too simple, or inappropriately repetitive for students

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

3.B Skillful Facilitation

LEVEL 4

The learning experience and learning environment are structured such that **all** students are able to access the content.

For example, the learning experience is accessible for all students because the teacher:

- Ensures that all parts of the learning experience are developmentally appropriate
- Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
- Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
- Designs the visual, tactile, and auditory intensity of the learning environment to match students' need for stimulation, or lack thereof
- Employs tangible and visual tools to help students make language connections and encourages verbal language development
- Uses visual supports (e.g., Boardmaker®, photos, and other visual aids) to clearly explain content
- Offers a variety of options for students to interact with content
- Effectively uses special education best practices such as Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or Explicit Instruction of a skill set
- Breaks down larger tasks and explanations into component parts
- Delivers content at a pace consistent with their cognitive and/or linguistic processing ability
- Uses vocabulary consistent with their capacities for receptive and expressive language
- Provides appropriate wait time for student responses
- Explicitly teaches strategies for answering more challenging questions (e.g., modeling "think-alouds," word banks, anchor charts)
- Includes accommodations and/or modifications appropriate to students' developmental levels
- Appropriately shifts responsibility to students and offers opportunities for independent work

LEVEL 3

The learning experience and learning environment are structured such that **almost all** students are able to access the content.

For example, the learning experience is accessible for almost all students because the teacher:

- Ensures that all parts of the learning experience are developmentally appropriate
- Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
- Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
- Designs the visual, tactile, and auditory intensity of the learning environment to match students' need for stimulation, or lack thereof
- Employs tangible and visual tools to help students make language connections and encourages verbal language development
- Uses visual supports (e.g., Boardmaker®, photos, and other visual aids) to clearly explain content
- Offers a variety of options for students to interact with content
- Effectively uses special education best practices such as Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or Explicit Instruction of a skill set
- Breaks down larger tasks and explanations into component parts
- Delivers content at a pace consistent with their cognitive and/or linguistic processing
- Uses vocabulary consistent with their capacities for receptive and expressive language
- Provides appropriate wait time for student responses
- Explicitly teaches strategies for answering more challenging questions (e.g., modeling "think-alouds," word banks, anchor charts)
- Includes accommodations and/or modifications appropriate to students' developmental levels
- Appropriately shifts responsibility to students and offers opportunities for independent work
- Includes accommodated and/or modified opportunities for practice

LEVEL 2

The learning experience and learning environment are structured such that **most** students are able to access the content.

For example, the learning experience is accessible for most students because the teacher:

- Ensures that all parts of the learning experience are developmentally appropriate
- Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
- Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
- Designs the visual, tactile, and auditory intensity of the learning environment to match students' need for stimulation, or lack thereof
- Employs tangible and visual tools to help students make language connections and encourages verbal language development
- Uses visual supports (e.g., Boardmaker®, photos, and other visual aids) to clearly explain content
- Offers a variety of options for students to interact with content
- Effectively uses special education best practices such as Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or Explicit Instruction of a skill set
- Breaks down larger tasks and explanations into component parts
- Delivers content at a pace consistent with their cognitive and/or linguistic processing
- Uses vocabulary consistent with their capacities for receptive and expressive language
- Provides appropriate wait time for student responses
- Explicitly teaches strategies for answering more challenging questions (e.g., modeling "think-alouds," word banks, anchor charts)
- Includes accommodations and/or modifications appropriate to students' developmental levels
- Appropriately shifts responsibility to students and offers opportunities for independent work
- Includes accommodated and/or modified opportunities for practice

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten learning experience:

- Is not accessible for most students

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

Pre-Kindergarten

Leap Module Examples

Pre-K LEAP modules support teachers in expertly planning teacher-led experiences as well as developing strategies for maximizing play-based and other authentic experiences in order to promote student thinking and learning.

LEAP modules feature the following core instructional practices:

- Teacher Sensitivity: Identifying and responding to students' academic needs
- Instructional Learning Formats: Using a variety of strategies to maximize students' interest, engagement, and ability to learn from lessons and activities
- Productivity: Managing instructional time and routines in a way that ensures that students have the opportunity to be involved in learning activities

Kindergarten English Language Arts

Leap Module Examples

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

LEAP modules feature the following core instructional practices:

- Plan explicit and interactive phonics lessons that require encoding and decoding of newly-acquired phonics skills
- Design rigorous and differentiated independent learning activities that reflect varied proficiency levels
- Leverage the read aloud as an opportunity to study models of Common Core State Standards-aligned genres to investigate author's craft

Kindergarten Mathematics

Leap Module Examples

LEAP modules incorporate NCTM's Eight Effective Teaching Practices in order to support teachers in designing and implementing learning experiences that enable all students to grapple with and master complex mathematical skills and concepts.

LEAP modules feature the following core instructional practices:

- Ensure progress toward mathematical goals by making explicit connections to student approaches and reasoning
- Use the mathematical goals to guide lesson planning and reflection and make in-the-moment decisions during instruction
- Ask intentional questions that make the mathematics more visible and accessible for student examination and discussion

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

4.A Cognitive Work

LEVEL 4

Students spend the **majority** of the learning experience engaging in meaningful work or play including sharing ideas, solving problems, drawing inferences, forming hypotheses, and/or working through complex tasks.*

For example, pre-kindergarten and kindergarten students spend the majority of the learning experience:
- Productively thinking, speaking, working, and/or playing
- Productively grappling with content

See also examples from Level 3

LEVEL 3

Students spend a **significant portion** of the learning experience engaged in **meaningful work or play** including sharing ideas, solving problems, drawing inferences, forming hypotheses, and/or working through complex tasks.*

For example, pre-kindergarten and kindergarten students:
- Use existing knowledge and skill to explore new contexts
- Express their individual thoughts, ideas, questions, and perspectives
- Make frequent and meaningful choices about their work, play, or both
- Grapple with authentic, real-world problems in developmentally appropriate ways (e.g., acting out complex social interactions in a dramatic play center)
- Engage in goal-oriented play that is sequential and/or requires planning
- Use self-directed learning strategies (e.g., picture-based graphic organizers, visual sequence boards, activity schedules) consistent with their developmental levels

LEVEL 2

Students spend a **significant portion** of the learning experience engaged in work or play that is **not entirely meaningful** because either there is more teacher-directed instruction than appropriate or student work consists of rote tasks misaligned to the rigor of the intended learning.*

For example, the pre-kindergarten or kindergarten teacher:
- Does not include opportunities for students to share thoughts and/or opinions in one or more components of the learning experience
- Provides opportunities only for choral or yes/no student responses
- Limits the scope of play such that students are not able to set goals, make and carry out their own plans, and/or grapple with real-world problems

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten teacher:
- Does not provide opportunities for students to do meaningful work or play

For example, most pre-kindergarten and kindergarten students:
- Refuse to participate in the learning experience

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

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

4.B Higher-Level Understanding

LEVEL 4

All or almost all students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*

For example, all or almost all pre-kindergarten and kindergarten students:
- Think deeply about materials, consider solutions to problems, and share ideas
- Non-verbally express understanding (e.g., building models)
- Respond to open-ended questions of progressing difficulty
- Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level
- Evaluate hypotheses and draw conclusions about materials or ideas
- Evaluate their own thinking with or without prompting and support from the teacher
- Demonstrate significant progress toward learning goals
- Use total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other) to demonstrate understanding verbally and/or non-verbally consistent with their developmental levels
- Use appropriate language and vocabulary to express understanding consistent with their developmental levels

LEVEL 3

Most students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*

For example, most pre-kindergarten and kindergarten students:
- Think deeply about materials, consider solutions to problems, and share ideas
- Non-verbally express understanding (e.g., building models)
- Respond to open-ended and/or questions of progressing difficulty
- Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level
- Evaluate hypotheses and draw conclusions about materials or ideas
- Evaluate their own thinking with or without prompting and support from the teacher
- Demonstrate significant progress toward learning goals
- Use total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other) to demonstrate understanding verbally and/or non-verbally consistent with their developmental levels
- Use appropriate language and vocabulary to express understanding consistent with their developmental levels

LEVEL 2

Some students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*

For example, some pre-kindergarten and kindergarten students:
- Think deeply about materials, consider solutions to problems, and share ideas
- Non-verbally express understanding (e.g., building models)
- Respond to open-ended and/or questions of progressing difficulty
- Develop across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts) in daily activities such as morning meeting, center time, or direct instruction
- Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level
- Evaluate hypotheses and draw conclusions about materials or ideas
- Evaluate their own thinking with or without prompting and support from the teacher
- Use total communication tools and strategies (e.g., PECS, signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, voice output devices, assistive technology, or other) to demonstrate understanding verbally and/or non-verbally consistent with their developmental levels
- Use appropriate language and vocabulary to express understanding consistent with their developmental levels

LEVEL 1

The expectation of Level 2 practice is not met.

For example, most pre-kindergarten and kindergarten students:
- Do not do work that serves a developmental or academic purpose
- Do not demonstrate progress toward higher-level understanding

**When observing a Montessori or Reggio setting, demonstration of higher-level understanding may include appropriate interaction with materials rather than verbal exchanges or expressions.*

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Pre-Kindergarten

Leap Module Examples

Pre-K LEAP modules support teachers in promoting student agency and autonomy in the classroom and fostering higher-level understanding.

LEAP modules feature the following core instructional practices:

- Concept Development: Using instructional discussion activities, rather than rote instruction, to promote students' higher-order thinking skills and cognition
- Language Modeling: Using conversations, questioning, and language mapping to stimulate students' use of language
- Quality of Feedback: Prompting students to explain their thinking and rationale

Kindergarten English Language Arts

Leap Module Examples

LEAP modules support teachers in engaging their students in a rigorous and student-centered balanced literacy approach.

LEAP modules feature the following core instructional practices:

- Read text sets deeply to uncover areas of complexity worthy of instruction
- Use targeted prompts to coach students as they engage in reading and writing
- Provide opportunities for students to integrate content into authentic student writing
- Plan opportunities to leverage student work as an instructional tool supporting evidence-based writing

Kindergarten Mathematics

Leap Module Examples

LEAP modules support teachers in planning and implementing instruction that engages students in meaningful cognitive work and that moves them toward higher-level understanding of complex mathematical concepts.

LEAP modules feature the following core instructional practices:

- Support students in exploring tasks without taking over student thinking
- Allocate substantial instructional time for students to use, discuss, and make connections among representations
- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches in written responses

8 9 10

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

5.A Evidence of Learning

LEVEL 4

The teacher consistently gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress. **Students understand how what they are learning and doing connects to larger schema.***

For example, pre-kindergarten and kindergarten students:
- Connect concepts to their lives and/or communities
- Explicitly link concepts and activities to one another and previous learning
- Identify connections between previous days' learning and the learning of the day in morning meeting
- Connect materials and/or displays in the learning environment to their current unit of study
- Connect conversations or feedback loops with teacher or peers to their current unit of study
- Reference pictures, work samples, or other student-friendly documentation of thinking and learning related to their current task

For example, the pre-kindergarten or kindergarten learning environment:
- Includes documentation of learning progress from/across multiple domains
- Displays work from varying stages of a project, including space reserved for drafts and final products

See also examples from Level 3

LEVEL 3

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

For example, the pre-kindergarten or kindergarten teacher:
- Collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning is impeded
- Monitors students' progress across domains as demonstrated by non-verbal activities and/or verbal communications
- Observes and/or checks-in with a representative sample of students (e.g. volunteers and non-volunteers, students at various stages of development, whole class)
- Collects evidence of students' progress across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts)
- Uses a variety of strategies (e.g., observation, reviewing student work, questioning) to gather information about students' thought processes and/or understanding
- Collects verbal and/or non-verbal evidence of student understanding using appropriate strategies (e.g., signs, sign language, symbols, objects, icons and other visual images, eye gazing, blinking, head nodding, GoTalk® boards, touch screens, voice output devices, or other), as applicable
- Tracks progress (e.g., probe data, trial-by-trial data, frequency data, permanent product data, anecdotal observations) toward content-based objectives as well as students' IEP goals

LEVEL 2

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

For example, the pre-kindergarten or kindergarten teacher:
- Generally collects evidence, but does not gather sufficient information across domains
- Uses strategies to gather evidence of student understanding, but these strategies are sometimes ineffective or unnecessary
- Checks with a non-representative sample of students (e.g., predominately volunteers or the same students)
- Monitors some student progress toward developmental objectives during individual or group work, but misses key evidence

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten teacher:
- Rarely or never checks for student understanding
- Does not obtain sufficient information through checks for understanding to effectively adjust instruction

**Observers should consider students' developmental age when assessing this indicator. Most 3- and many 4-year-old students will exhibit this behavior only with explicit teaching, prompting, and/or support from the teacher due to their developmental age. Therefore, evaluators might credit prompting or other explicit skill-building as evidence of students' understanding of how the learning experience connects to other schema.*

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

5.B Supports and Extensions

LEVEL 4

The teacher consistently responds to evidence of student development and learning by providing effective supports, extensions, or both. **The learning environment includes embedded supports and extensions for students.**

For example, the pre-kindergarten or kindergarten learning environment:
- Features embedded connections between read-aloud texts, center materials, and instructional topics
- Uses physical space to maximize peer-to-peer interaction
- Includes multi-sensory materials (e.g., water tables, blocks, dramatic play costumes and props, manipulatives in math stations, audio-based activities in literacy centers)
- Features rich, purposeful environmental print, including vocabulary relevant to the unit of study
- Pairs visual representations with written words, as appropriate
- Embeds tools, resources, and scaffolds (e.g., visual schedules, agendas, charts, cues, prompts, timers, graphic organizers) within opportunities for practice to develop both executive functioning skills and content knowledge

See also examples from Level 3

LEVEL 3

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

For example, the pre-kindergarten or kindergarten teacher:
- Models the thinking process for students through think-alouds and other appropriate strategies
- Uses a variety of strategies to support and/or extend learning (e.g., visual supports, verbal explanations, modeling and demonstration, environment modification)
- Requests that students use additional evidence to support an answer
- Provides appropriate scaffolds (e.g., deconstructs concepts into smaller components) or re-teaches without reducing the overall rigor of the content
- Guides students to correct answers by providing cues, prompts, corrective feedback, or concrete examples, as appropriate
- Adds or removes appropriate prompts and supports, as needed
- Differentiates the number of opportunities for and amount of time spent on practice based on students' individual learning needs and developmental levels

LEVEL 2

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

For example, the pre-kindergarten or kindergarten teacher:
- Misses opportunities to support learning, extend learning, or both
- Only provides supports and/or extensions to a subset of students who would benefit from them

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the pre-kindergarten or kindergarten teacher:
- Rarely or never provides supports or extensions when appropriate to do so

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

Pre-Kindergarten

Leap Module Examples

Pre-K LEAP modules support teachers in skillfully assessing and responding to student thinking and learning.

LEAP modules feature the following core instructional practices:

- Quality of Feedback: Providing feedback that expands learning and understanding
- Language Modeling: Repeating or extending student responses to stimulate students' use of language

Kindergarten English Language Arts

Leap Module Examples

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

LEAP modules feature the following core instructional practices:

- Collect and analyze data using running records to plan responsive small group instruction
- Conference with students to provide ongoing and targeted feedback so students can improve their writing

Kindergarten Mathematics

Leap Module Examples

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

LEAP modules feature the following core instructional practices:

- Elicit and gather evidence of student understanding at strategic points during the lesson
- Make in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend learning
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

What is Teacher-Assessed Student Achievement Data?

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

What assessments can I use?

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

Why is this one of my IMPACT components?

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

TAS is an opportunity for you to identify and celebrate your students learning by incorporating it into your own instructional goals and IMPACT evaluation.

How will this process work?

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

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

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

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

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

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

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

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

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

Note:

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

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

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

What is Applied Behavior Analysis for a CES program?

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

Why is this one of my IMPACT components?

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

How will my proficiency in ABA be assessed?

A representative from the DCPS Central Office will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year. The first assessment will occur by the end of Cycle 1 and the second by the end of Cycle 2.

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

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

How will my proficiency in ABA be scored?

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

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

SAMPLE SCORE CHART

APPLIED BEHAVIOR ANALYSIS FOR CES CLASSROOMS (ABA)

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

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

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

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

Bel Perez Gabilondo

Michael DeAngelis

Brian Tropiano

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

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

Bel Perez Gabilondo

Michael DeAngelis

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

Michael DeAngelis

Michael DeAngelis

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

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

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

Bel Perez Galibondo

Bel Perez Galibondo

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

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

Bel Perez Gabilondo

Bel Perez Gabilondo

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

Andy Le

Andy Le

ABA APPLIED BEHAVIOR ANALYSIS FOR CES PROGRAMS

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

Meaghan Gay

Michael DeAngelis

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

Michael DeAngelis

IEPT INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

What is IEP Timeliness?

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

Why is this one of my IMPACT components?

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

How will my IEP Timeliness be calculated?

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

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

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

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

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

Andy Le

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IEPT INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

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

Simona Monnatti

Michael DeAngelis

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

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ELT ELIGIBILITY TIMELINESS

What is Eligibility Timeliness?

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

Why is this one of my IMPACT components?

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

How will my Eligibility Timeliness be calculated?

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

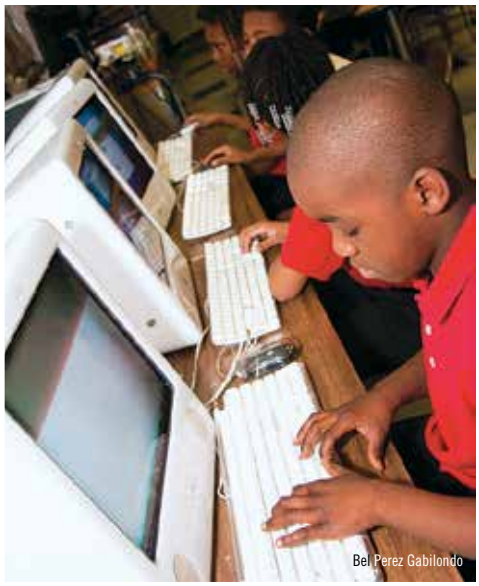
Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.

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

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

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

Michael DeAngelis



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ELT ELIGIBILITY TIMELINESS

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

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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 DCPS.

Meghan Gay

CSC COMMITMENT TO THE SCHOOL COMMUNITY

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; 3) your efforts to promote high academic and behavioral expectations; 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues. For SY20-21, the Commitment to the School Community rubric will include CSC 6, which measures fidelity to the structures and processes of the virtual learning model.

Why is this one of my IMPACT components?

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

How will my Commitment to the School Community be assessed?

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

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

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

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

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

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

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

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1	**SUPPORT OF THE LOCAL SCHOOL INITIATIVES**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local initiatives include: implementing DCPS early childhood health and safety practices, supporting children's health and nutrition, 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, proactively offering assistance and support to a special education teacher, participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data), incorporating classroom books and other resources that reflect students who are English language learners or those with special needs, and incorporating Universal Design for Learning (UDL) principles during instruction.	
CSC 3	**HIGH EXPECTATIONS**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.
	Examples of how one might promote high expectations include: supporting achievement through rigorous academic work and challenging extracurricular opportunities; modeling high personal standards; assigning and communicating grades in a manner consistent with DCPS grading policy; and emphasizing pride in self, school, and community.	

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

†An ECE Health, Safety, and Nutrition Monitoring Checklist Report that reflects Head Start regulations will be provided to all Head Start School-Wide Model programs to track compliance to relevant health and safety practices. The checklist will also be provided to all non-Title 1 schools and kindergarten classrooms for use at school leaders' discretion.

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

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4	**PARTNERSHIP WITH FAMILIES**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.
	Examples of how one might engage students' families include: communicating with families regularly (e.g., phone calls, text messages, emails, or home visits), including families in class projects and activities, sharing data with families about student progress (strengths and areas for growth) and strategies for supporting student learning at home, collaborating with families to set goals throughout the year, encouraging families to attend school and district events including parent-teacher conferences, and creating a welcoming classroom environment for families.	
CSC 5	**INSTRUCTIONAL COLLABORATION**	
	Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.
	Examples of how one might collaborate to improve student achievement include: actively participating in monthly GOLD® data meetings, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.	
CSC 6	**VIRTUAL INSTRUCTION MODEL**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to support the school's virtual instruction model.	Teacher **consistently** meets the district and school expectations of virtual instruction structures and processes.
	Examples of the types of structures and processes for which teachers need to meet district and school expectations include: live instruction time thresholds; content time thresholds; online learning platform usage including asynchronous supports; communication with family and students regarding virtual instruction schedules and processes; Canvas Course Companions usage.	

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **sometimes** engages students' families as valued partners in an effective manner.	Teacher **rarely or never** engages students' families as valued partners in an effective manner.
Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.	Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.
Teacher **sometimes** meets the district and school expectations of virtual instruction structures and processes.	Teacher **rarely or never** meets the district and school expectations of virtual instruction structures and processes.

CP CORE PROFESSIONALISM

What is Core Professionalism?

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

How will my Core Professionalism be assessed?

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

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

How will my Core Professionalism be rated?

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

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

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

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

If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your final IMPACT score (e.g., a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 3 will result in a 30 point deduction from your final IMPACT score). A maximum of 40 points can be deducted per year through CP.

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

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

SAMPLE RATING CHART

CORE PROFESSIONALISM (CP)

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

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

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

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

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CP CORE PROFESSIONALISM

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

SIGNIFICANTLY BELOW STANDARD

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

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

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

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

PUTTING IT ALL TOGETHER

What does this section explain?

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

Step 1

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

Step 2

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

SAMPLE SCORE

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

Step 3

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

Step 4

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

Step 5

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

OVERALL IMPACT SCALE

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

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

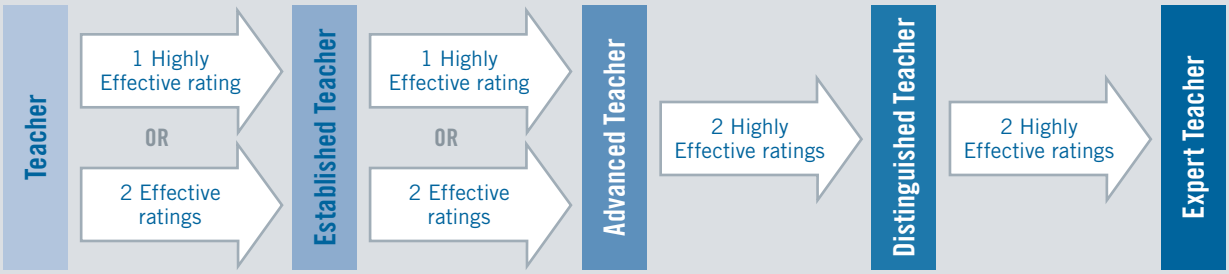
† A score of exactly 300 would be classified as Effective.

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

Step 6

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

ADVANCING UP THE LIFT CAREER LADDER



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

What do these ratings mean?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IMPACT*plus* — WTU

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

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

How do I know if I am a WTU member?

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

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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

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

How does it work?

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

PART 1: ANNUAL BONUS

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$10,000	Additional $10,000	$20,000
	Low-Poverty	$2,000	n/a	$2,000

How do I know my school's poverty level?

Each school's poverty level is listed on the LIFT/IMPACT*plus* page on Canvas. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

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

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

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

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

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

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

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

Yes.

Will the bonus count toward my pension calculation?

No.

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

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

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

No.

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

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

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

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

Are there any conditions attached to accepting this bonus?

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

Am I required to accept the bonus?

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

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

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

When will I receive my bonus?

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

Will the bonus be subject to taxes?

Yes.

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

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

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

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

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

ADVANCED TEACHER STAGE

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

DISTINGUISHED TEACHER STAGE

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

EXPERT TEACHER STAGE

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

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

How will my compensation increase over time through LIFT?

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

Will the service credit count for retirement eligibility?

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

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

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

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

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

Am I required to accept the increase in base salary?

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

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

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

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

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

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

IMPACT*plus* — CSO

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

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

How do I know if I am a CSO member?

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

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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

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

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$1,500	$500	$2,000
	Low-Poverty	$1,000	n/a	$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the LIFT/IMPACT*plus* page on Canvas If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

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

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

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

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

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

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

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

Yes.

Will the bonus count toward my pension calculation?

No.

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

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

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

No.

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

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

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

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

When will I receive my bonus?

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

Will the bonus be subject to taxes?

Yes.

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

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

CONCLUDING MESSAGE

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

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

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

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