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DISTRICT OF COLUMBIA PUBLIC SCHOOLS:

Defining Instructional Expectations and Aligning Accountability and Support

"We're trying to move away from teachers needing something to do towards teachers as designers of instruction. We want to engage people in thinking."

–Michael Moody, Chief Academic Advisor to the Chancellor

By Rachel Curtis **MARCH 2011**

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EDUCATION & SOCIETY PROGRAM

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INTRODUCTION

After spending decades introducing curriculum and instructional programs with little to show in the way of student achievement results, the District of Columbia Public Schools (DCPS), under the leadership of Chancellor Michelle Rhee, decided to shift its focus. Emphasizing what to teach had yielded few results. Dogged by its standing as perhaps the poorest performing urban school system in the country, DCPS decided to address head-on the issue of how to teach. The goal was straightforward: to ensure instructional excellence in every classroom. The system set out to achieve this goal by defining the elements of effective instruction, creating a common understanding of those elements system-wide, and developing an accountability and support system aligned to these elements. This work represented a profound shift for a system whose hallmarks had been teacher autonomy and isolation and the use of instructional materials as the default curriculum.

DCPS went about this effort in a deliberate and systematic way. During the 2008-09 school year, the system developed its *Teaching and Learning Framework,* a set of standards for instructional practice and an aligned rubric that would guide every teacher in the system, regardless of grade or subject taught. By September 2009, teachers, principals and central office staff were introduced to the framework. The 2009-10 school year was spent training teachers on the standards and unveiling a new teacher performance evaluation system aligned to them. The district then undertook a careful review of the framework, the evaluations, and their implementation, and in the 2010-11 school year made substantial modifications.

For district leaders, linking the standards to accountability was key. By doing so, the district ensured everyone would take notice. It also ran the risk that the anxiety provoked by the new high-stakes accountability system would eclipse teachers' deep understanding of the standards and ownership of them. This was a risk district leaders were willing to take. Defining instructional excellence and organizing support and accountability on this definition is essential to driving systemic instructional improvement. For many school systems this work is profoundly counter-cultural and requires a fundamental shift in how they think about their role and execute it. Organizing support and accountability around teaching expectations allows systems to align themselves to drive instructional improvement in ways that create tremendous coherence for teachers and schools and maximize the likelihood of powerful outcomes for students. DCPS has taken a comprehensive approach to this work and there is much to be learned from the work in progress.

This profile tells the story of DCPS's development and implementation of teaching standards, an aligned evaluation system, and a new pay-for-performance compensation system. The five critical lessons learned from DCPS's work that are explored in detail in the profile are:

1. **Tap the potential of teaching standards to create common expectations and language about instruction and to focus everyone in the system on thinking about *how* teachers teach and *why*.**

2. **Anticipate that the hardest and most important part of a teacher performance management system is helping teachers improve their practice.**

3. **Consider the trade-offs associated with introducing teaching standards and an aligned evaluation system simultaneously, as compared to sequentially.**

4. **Understand that building a robust teacher performance management system is going to require the continuous development of organization capacity.**

5. **Think strategically about organizing the system to drive the design and implementation of teaching standards, the associated evaluation system, and the related supports.**

While DCPS is in many ways unique, these learnings can apply to any district that is making an effort to establish standards and aligned evaluation and compensation systems. They provide important guidance, particularly for well-established bureaucratic systems, about how to approach this work in a way that drives both instructional excellence and a retooling of the central office to support instructional improvement, and ultimately student learning.

BACKGROUND

When Michelle Rhee took the job of chancellor of the DCPS in June 2007, there was little good news to report. Students in DCPS scored at the bottom on the National Assessment of Educational Progress (NAEP), compared to 11 other large, urban school systems, including New York, Boston, Atlanta, Cleveland, Miami, and Chicago. The level of poverty in the District of Columbia was not an explanation; when the performance of DC students who lived in poverty was compared with similar students in the other school systems, the results were equally discouraging.

White students — who made up 16 percent of the DCPS student body and tended to be relatively affluent and concentrated in the schools in the Northwest corner of the district — were the only group that scored well. As a result, DCPS had the widest racial achievement gap of any of the 11 urban districts.

DCPS achieved these dismal results despite the fact that they spent more than most other districts. DCPS spent $12,979 per pupil each year, which made it the third highest spending district out of the 100 largest school systems in the country. Despite this high level of spending, DCPS ranked dead last in spending on teachers and instruction. Thus DCPS was spending an enormous amount on things that did not produce results. And the lack of results had a substantial cost.

Over the past decade, there was a tremendous flight out of the system: a 40 percent decline in student enrollment, from 76,000 students in 1997 to 46,000 in 2007. Many of these students fled to the burgeoning charter school sector, one of the largest in the nation. Thirty-eight percent of DCPS's school-aged children attend charter schools.[1]

Adrian Fenty, DC's recently elected mayor, recruited Rhee for the job of schools chancellor in the spring of 2007. He intended to make education his top priority and soon after his election gained the authority to appoint a chancellor who reported directly to him. Rhee, who started her career as a Teach for America corps member and founded The New Teacher Project, was perceived as an unusual choice, given her lack of school system leadership experience. Fenty was drawn by her reputation as a smart and fearless reformer. In recruiting Rhee, Fenty promised his full support of her aggressive agenda.

From the start, Rhee made clear her plans for a complete transformation of the system. Her moves were ambitious and unequivocal. By June 2008 she had closed 23 schools (15 percent of the whole system). By the fall of that year she had placed 26 additional schools under

Percent of Students Scoring Basic or Above on the National Assessment of Educational Progress (NAEP)

STUDENT POPULATION	AVERAGE OF 11 LARGE, URBAN SCHOOL SYSTEMS	DC AVERAGE
4th Graders with Basic Skills	67%	38%
Middle Schoolers with Basic Skills	51%	26%

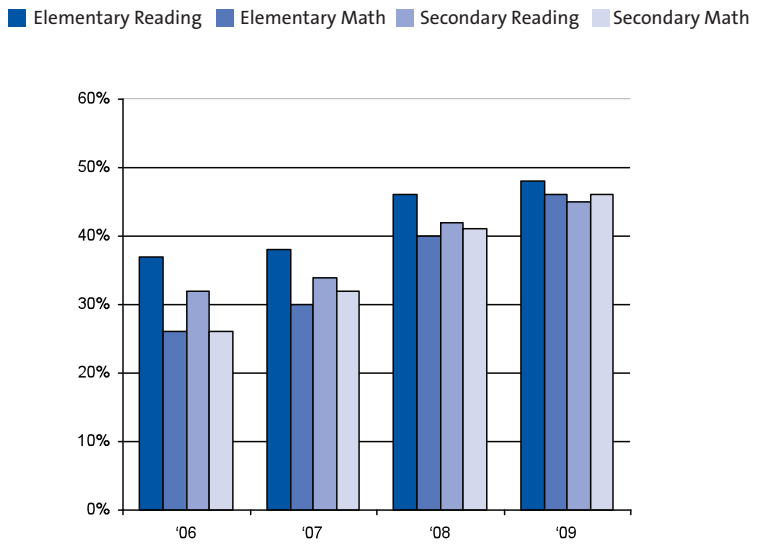
DCPS DEMOGRAPHICS: 2010

Number of Schools	123
Number of Teachers	3,510
Number of Students	46,515
Experience Level of Teachers:	
One to two years	22%
Three to five years	15%
Six to ten years	30%
Ten to twenty years	14%
More than twenty years	20%
Diversity of Students:	
Black	69%
Hispanic	13%
Asian	2%
White	16%
Students Eligible for Free or Reduced Price Lunch	62%

[1]Deborah Simmons, "DC Charter Schools Face Unfunded Mandates," The Washington Times, August 22, 2010, http://www.washingtontimes.com/news/2010/aug/22/dc-charter-schools-face-unfunded-mandates/

restructuring based on their performance. In her first two years on the job Rhee hired 77 new principals (60 percent of the principal workforce). All principals received increased authority in staffing and high-performing schools earned additional autonomies. Rhee quadrupled the investment in teacher and principal professional development and realized a 30 percent increase in the percent of classes taught by "highly qualified teachers" (under the federal No Child Left Behind Act). In 2009, the percent of teachers eligible for tenure who received it was 75 percent, down from 99 percent in 2008.

Students Scoring Proficient or Above on the DC Comprehensive Assessment System (DCCAS)



Changes in the central office were equally dramatic. All non-union, central office jobs were re-categorized as "at will" positions, and 92 central office staff were terminated. Rhee established the first central office performance review in more than two decades and introduced scorecards for each central office department. She introduced and led School Stat, a weekly performance management session with her senior staff, in which performance metrics and accountability for individual departments were closely analyzed and discussed.

In Rhee's first two years student results improved substantially. Student performance levels on the DC-CAS, the district's assessment system, trended upwards, with a clear spike in 2008. DC's performance on the 2009 NAEP showed steady improvement. When compared with like urban districts in the NAEP Trial Urban Districts Assessment (TUDA), DC had the greatest gains of any district in fourth grade math and had moved from the bottom of the pack to rank in the top five in fourth and eighth grade math performance. As with any transition in leadership it is not clear how much of the credit for these improvements can be attributed to Rhee's administration and how much is the result of her predecessor's efforts. Yet these gains in student achievement were promising and challenged DCPS to maintain strong, continued growth. To accomplish this, the system turned its attention to the quality of instruction in classrooms.

Teaching and Learning Infrastructure

As a first step in implementing her instructional improvement agenda, Rhee and her leadership team introduced the Effective Schools Framework in 2008-09. This framework articulates the foundational elements of effective schools and guides central office support and school improvement efforts. The framework, which is aligned to the district five-year strategic plan, includes the following elements:

1. ***Teaching and Learning:*** Teachers plan and deliver high-quality, rigorous, standards-based instruction
2. ***Leadership:*** Principals are instructional leaders
3. ***Job-Embedded Professional Development:*** High-quality professional development is job-embedded, aligned to district and local school goals, data-driven, and differentiated
4. ***Resources:*** Resources are allocated to drive instructional improvement and student achievement
5. ***Safe and Effective Learning Environment:*** Policies, procedures and practices support a safe environment characterized by high expectations, mutual respect, and focus on teaching and learning
6. ***Family and Community Engagement:*** Schools invite and engage family and community members as partners in the critical work of creating effective learners and schools

The Plan–Do–Study–Act inquiry cycle is woven through all six components of the framework to reflect the system's commitment to data-driven inquiry and decision-making.

Principals' training in school year 2009 focused heavily on building a common understanding of the Effective Schools Framework and its implications for principal practice.

DC NAEP Performance Compared to Districts Participating in Trial Urban District Assessment (TUDA) That Realized the Greatest Gains

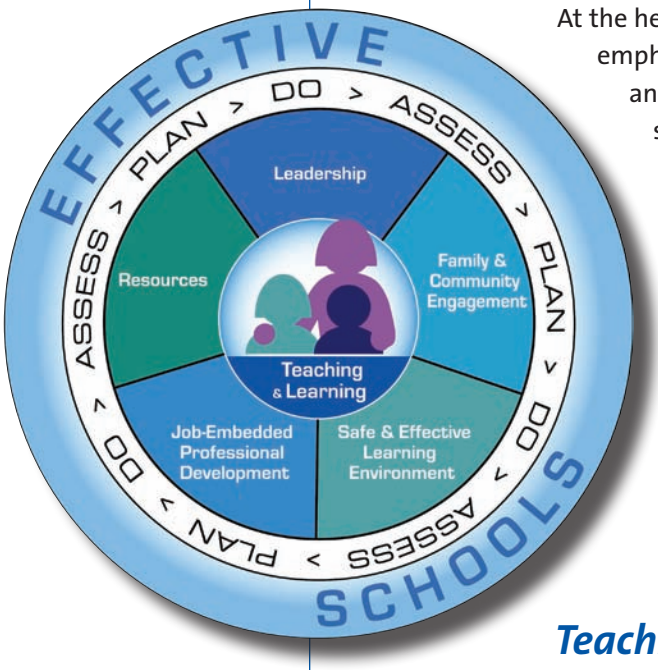
MATH	GRADE 4		
	2003	2007	2009
National Average	234	239	239
Large City Average	**224**	**230**	**231**
Atlanta	216	224	225
Boston	220	233	236
DC	**205**	**214**	**220**
NYC	226	236	237
San Diego	226	234	236

MATH	GRADE 8		
	2003	2007	2009
National Average	276	280	282
Large City Average	**262**	**269**	**271**
Atlanta	244	256	259
Boston	262	276	279
DC	**243**	**248**	**251**
Houston	264	273	277
LA	245	257	258
San Diego	264	272	280

READING	GRADE 4		
	2003	2007	2009
National Average	216	220	220
Large City Average	**204**	**208**	**210**
Atlanta	197	207	209
Boston	206	210	215
DC	**188**	**197**	**203**
NYC	210	213	217

READING	GRADE 8		
	2003	2007	2009
National Average	261	261	262
Large City Average	**250**	**250**	**252**
Atlanta	240	245	250
DC	**240**	**241**	**240**
Houston	246	252	252
LA	234	240	244

DCPS Effective Schools Framework



At the heart of the framework is teaching and learning. To underscore that emphasis, in 2008-09 the district introduced instructional coaching and hired 173 coaches. Every school had at least one coach; larger schools received two. In the first year, there was wide variation in what coaches did in schools. Their role was to provide professional development and classroom-based support in response to teachers' needs, but there was not a system-wide understanding of what this meant or looked like. Coaches were often seen as an extra person who could help the school with whatever was most pressing. The lack of both a clear understanding of the work of coaches and a system-wide instructional improvement strategy on which they could organize their work led to inconsistent and diffused coaching efforts and an unclear return on the investment.

Teaching and Learning Framework[2]

Having clarified the expectations of schools through the Effective Schools Framework and having begun to approach instructional improvement through coaching, senior leaders knew the next move was to define instructional expectations. Doing so would provide focus for coaching and professional development and would address the most important school-related variable affecting student achievement: instruction. The question was; what would be the most effective way to get the entire organization focused on instruction? Michael Moody, Chief Academic Advisor to the Chancellor, described the opportunity and challenge this way: "We needed to create something compelling that people could really rally around [related to teaching and learning]. Jason Kamras, Director of Teacher Human Capital at the time, was working on developing the teacher evaluation system, which created an opportunity to engage around instruction." The plans for a new evaluation system served as the catalyst for defining teaching standards.

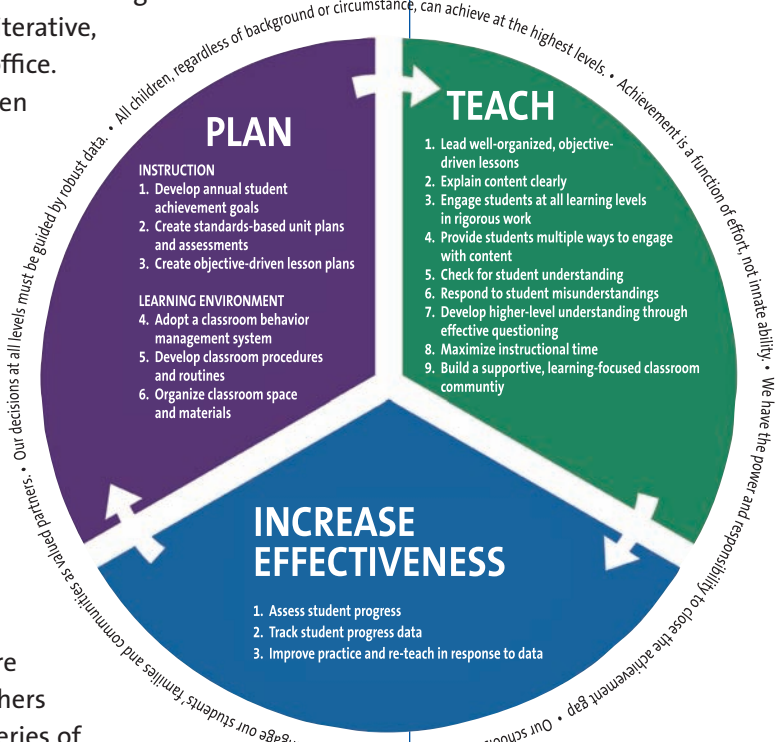
As a first step toward that end, in fall 2008 DCPS embarked on an initiative to define effective instruction. Given a long history of instructional materials implementation efforts, this was a dramatic shift for the district. Instead of emphasizing what teachers teach, they set out to provide much more explicit guidance about how to teach and the why behind specific pedagogical strategies. Moody explained that, by focusing on teaching, the system intended to "empower teachers to take control of and responsibility for what they're teaching. In Year One we're focusing entirely on pedagogy; there's no focus on content intentionally. Next year we'll weave some content back in, [to address the particulars of] how you use the framework in [say,] social studies class. Historically, the district has been very good at saying 'Do this,' but it never stuck. We're focusing on the why over the what." Focusing on empowering teachers and holding them responsible for improving instruction was an intentional strategy to disrupt the prevailing teacher culture that was simultaneously disempowering and lacking accountability.

[2]The framework presented in this section is the revised 2.0 version that was developed in the summer of 2010; it reflects revisions made based on learning in year one.

Shifting the focus to instruction required reorganizing the system from the central office to the classroom. Under the old paradigm, which emphasized curriculum, the curriculum and instruction department had grown large and had a very "content-specific point of view," according to Carey Wright, who served as the Deputy Chief of Teaching and Learning during the rollout of IMPACT and is now the Chief Academic Officer. There was little coherence or collaboration across the different disciplines. As the framework was developed, the curriculum and instruction department was downsized, leaving a core staff of eight to ten people whose roles were redefined as generalists. By focusing on effective instructional practices that cut across content areas, this initiative would touch every teacher in the system and would provide a foundation of instructional expectations and coherence on which professional development and accountability could be organized.

DCPS *Teaching and Learning Framework 2.0*

DCPS contracted with Insight Education Group, an educational consulting firm, to draft the framework. The development process was iterative, driven by a small, core team of six people from the central office. Early in the process the team reviewed more than a dozen frameworks (e.g., Marzano, CLASS, Danielson, Teaching as Leadership), analyzed their commonalities and differences, and discerned what elements would be most important to DCPS. The team agreed on the three big elements of the framework – Plan, which encompasses what teachers do to plan instruction and the learning environment; Teach, which represents their actual instructional practices; and Increase Effectiveness, which includes how they assess student learning, track progress, and use the data to inform their (re)teaching (See Appendix A for full-size image of the teaching cycle).



With these three elements agreed upon, the team chose to focus first on Teach, the heart of the framework, and identified nine sub-elements of that element. Once those were defined, the team shared the draft with principals and teachers to get feedback. To solicit teachers' input, the team held a series of teacher focus groups across the city. To get comments from principals, the team made the framework the focus of several of the monthly Principals Academies. Central office leaders also reviewed the framework three or four different times during the development process and the team reached out to experts in instructional excellence and teacher evaluation to get their reactions to the framework and advice about revisions. The feedback informed refinements but did not lead to fundamental changes in the three main elements or the nine sub-elements. However, district leaders made clear that they would review the implementation of the framework carefully and revise the framework as needed, introducing a version 2.0 of the framework for use in the 2010-11 school year.

To better understand the choices DCPS made in developing its framework, it is worth comparing it to another commonly used framework to see the similarities and differences

DCPS *Teaching and Learning Framework* 2.0

PLAN

Instruction

1. Develop annual student achievement goals
2. Create standards-based unit plans and assessments
3. Create objective-driven daily lessons

Learning Environment

4. Adopt a classroom behavior management system
5. Develop classroom procedures and routines
6. Organize classroom space and materials

TEACH

1. Lead well-organized, objective-driven lessons
2. Explain content clearly
3. Engage students at all learning levels in rigorous work
4. Provide students multiple ways to engage with content
5. Check for student understanding
6. Respond to student misunderstandings
7. Develop higher-level understanding through effective questioning
8. Maximize instructional time
9. Build a supportive, learning-focused classroom community

INCREASE EFFECTIVENESS

1. Assess student progress
2. Track student progress data
3. Improve practice and re-teach in response to data

(See Appendix B for excerpts from version 2.0 of the framework). The Danielson framework, which a number of school systems around the country use, provides an interesting comparison. Both frameworks emphasize planning, learning environment, and instruction. But they differ in what else they emphasize and the level of explicitness reflected. For example, "Increase Effectiveness," which focuses on assessing and tracking student progress and using that information to inform instruction, is prominent in the DCPS framework; indeed, it is one of the three big elements. The Danielson framework reflects similar expectations regarding the use of assessments, but they are reflected in three components: "planning and preparation," "instruction," and "professional responsibilities." Another example relates to how "professional responsibilities" are addressed. This domain includes: reflection on teaching, record keeping, communication with families, participating in professional community, professional growth and development, and professionalism. DCPS addresses most of these ideas in its measure of "core professionalism" and "commitment to the school community," two elements of its overall teacher evaluation, but chose not to include it in the framework, which focuses tightly on the teaching and learning cycle, the work that directly facilitates student learning. The table below shows the broad categories of each framework.

DANIELSON'S FRAMEWORK FOR TEACHING DOMAINS	DCPS'S TEACHING AND LEARNING FRAMEWORK
Planning and Preparation	Plan (Instruction and Learning Environment)
The Classroom Environment	Teach
Instruction	Increase Effectiveness
Professional Responsibilities	

A closer look at the two frameworks reveals another difference, related to the level of detail and explicitness. To illustrate that difference, the table below compares the components under each framework's element focused on instruction and shows the extent to which DCPS parsed the elements of instruction, compared with Danielson. DCPS's rubric devotes two sub-elements to student engagement, focusing on rigor and multiple ways of engaging with content, while the Danielson rubric has one component related to engagement. Similarly, DCPS uses three components to differentiate among student understanding, misunderstanding, and higher-level understanding. The language of the Danielson rubric appears to be more holistic.

DANIELSON DOMAIN 3: INSTRUCTION	DCPS FRAMEWORK: TEACH
1. Communicating with students	1. Lead well-organized, objective-driven lessons
2. Using questioning and discussion techniques	2. Explain content clearly
3. Engaging students in learning	3. Engage students at all learning levels in rigorous work
4. Using assessment in instruction	4. Provide student multiple ways to engage with content
5. Demonstrating flexibility and responsiveness	5. Check for student understanding
	6. Respond to student misunderstanding
	7. Develop higher-level understanding through effective questioning
	8. Maximize instructional time
	9. Build a supportive, learning-focused classroom community

Implementing the Framework

With the framework developed by June 2009, the looming question was how to roll it out to the entire system at the start of the 2009-10 school year. How could the system build the capacity required to introduce the framework to more than 3,500 teachers and hundreds of school administrators and central office staff and prepare all of them to use it to guide their instruction, classroom observation, and support? DCPS decided that in the first year it would roll out just one – Teach – of the three elements of the framework.

Organizational capacity and the prioritization of instruction drove this decision. The framework reflected the system's first effort in decades to develop consistent instructional practices system-wide. Spending a full year building deep understanding of Teach, the element that addresses instructional practices and teacher-student interactions, felt essential to building a solid foundation of instructional expectations, consistency in instructional practices, and a culture focused on instructional quality across the district. At the same time, district leaders knew that the three elements of the framework—Plan, Teach, Improve Effectiveness—are inextricably linked and can't be neatly separated. Focusing on Teach would surely touch on Plan and Improve Effectiveness.

Professional Development

Before the ink had dried on the framework, the professional development division of the system began developing three-hour training modules for each of the nine sub-elements of Teach. The professional development department's staff of 14 full-time specialists wrote these modules and prepared to teach them. DCPS developed a train-the-trainer model to build the capacity required to train every teacher in the system in fall 2009. Each school was asked to identify a person on the staff who would serve as the school's lead on the framework and who would be trained in the Teach modules. That person would then be expected to teach the module to his or her colleagues back at school. Sixty people (80 percent of whom were instructional coaches; 20 percent of whom were principals or assistant principals) participated in three days of introductory training on the framework. Then each trainer selected certain modules from Teach that they wanted to be able to train others on. For each of these elements they participated in an in-depth training that was competency-based, requiring them to pass a performance assessment for any module they would teach.

The system-wide training began with a three-day introduction to the framework for principals in August. The trainers participated in this training, working side-by-side with the principals at whose schools they would be training (most schools were paired up for the teacher training). The principals and trainers were expected to replicate the introductory framework training they were receiving. They worked in teams to build their school training agenda as they went through the training themselves. The system provided a flash drive of PowerPoint decks used in the principals' training to each team to be used during the training in an effort both to be supportive and to ensure clarity of messaging. Then, the principals and trainers returned to their schools and replicated this training during the teacher professional development that preceded the start of the 2009-10 school year.

DCPS devoted four additional contractual professional development days during the school year to a deeper exploration of specific elements of Teach, with the training provided by the system's trainers[3]. Additionally, some schools devoted the contractual early-morning, 30-minute daily professional development time to the framework. DCPS supplemented these opportunities by offering voluntary after-school and full-release-day trainings focused on Teach. Many schools also have common planning time, but it is unclear how much of it was devoted to the framework.

Ongoing principal professional development during the 2009-10 school year was similarly devoted to the framework. Part of each of the monthly, full day, Principals Academy sessions focused on Teach. Much of this time was devoted to learning what the sub-elements of Teach look like in practice. Principals spent hours observing videos of teaching prepared by DCPS, looking for evidence of the different sub-elements of Teach and debating the extent to which they represented effective practice. However, there was little time devoted to teach principals how to talk with teachers about their observations in ways that support improvement and how to effectively support teachers to improve.

[3]These days were created through negotiations with the mayor and in close partnership with other city agencies, to provide programming for students while they would not be in school.

Coaching

Because of the commitment made to coaching in the 2008-09 school year, the system had 173 instructional coaches who were positioned to play a central role in supporting implementation of the framework at each school. Coach professional development for the 2009-10 school year focused on deepening coaches' understanding of the framework and the Teach element, and how they could use it to guide their work with teachers. Close to 50 of the coaches participated in the intensive train-the-trainer model; they were among the people in the system who knew the most about the framework. To ensure all coaches had a clear understanding of the framework, much of their monthly meetings were devoted to it. Similar to principal training, coach professional development included lots of video observation of teaching to discern the elements of Teach in action.

Coach training also focused on building skills in talking with teachers about their practice in ways that use observational evidence and focus on developing teacher capacity. The framework provided the foundation for coaching that the system had been missing. Yet the varied skill level of coaches – and the reality that coaches were a mere step ahead of teachers in their understanding of the framework – led to significant variability in coaches' effectiveness in driving implementation of the framework. In addition to the coaches, DC hired 22 mentors to support the 900 new teachers hired for the 2009-10 school year. They were trained along with the coaches on the framework and Teach so that they could align new teacher induction to them.

IMPACT: The Marriage of Support and Accountability

To ensure that there were teeth in the *Teaching and Learning Framework*, DCPS deliberately made it the centerpiece of DCPS's new teacher evaluation system. Both the framework and the new teacher evaluation system were prioritized for rollout in 2009-10 school year and were conceived as strategic partners in a marriage of support and accountability, held together by clear expectations. The impetus behind revamping DCPS's teacher evaluation system was predictable. Like those of many school systems, DCPS's evaluation process was broken. There was a process in place on paper that included clear standards and the expecta-

IMPACT CRITERIA

1. ***Individual Value-Added:*** sophisticated statistical measure of teacher's impact on student test-score gains
2. ***Non-Value-Added Student Achievement Growth:*** non-DC CAS-based measure of teacher's impact on student learning
3. ***Teaching and Learning Framework:*** measure of instructional expertise
4. ***Commitment to School Community:*** measure of the extent to which teacher supports colleagues and school's local initiatives
5. ***School Value-Added:*** sophisticated statistical measure of your school's impact on student achievement
6. ***Core Professionalism:*** measures four basic professional requirements – attendance, on-time arrival, compliance with policies and procedures, respectful interactions with students and adults

tion that teachers would be observed once a year and evaluated. In reality, there was little consistency in how and the extent to which this was done.

When the ratings teachers received were juxtaposed with student achievement, the seriousness of the evaluation problem crystallized. While fewer than 50 percent of students demonstrated proficiency on DC-CAS, 95 percent of teachers met or exceeded standards. Clearly many teachers earned high ratings even though their students were not performing well. DCPS wanted to introduce an evaluation system in which teacher performance was more closely tied to student achievement. Making that connection would improve both instructional quality and student achievement by identifying high performers who could serve as mentors and directing resources to teachers who need them most. Kamras, then the teacher human capital director who now oversees all human capital for DCPS, described the initial goals for the new teacher evaluation system as follows: to "identify the highest performing teachers and leverage their talents to improve instruction system-wide and to identify and focus support on the lowest performing teachers and be able to release them if they don't improve." The simple premise was that, "If we can get the tails of the performance curve right we will provoke improvement."

The evaluation system, known as IMPACT, was developed during the 2008-09 school year, at the same time as the teaching and learning framework was developed[4]. A small team from the newly established Human Capital division of the school system took the lead on developing IMPACT. This team worked closely with the team that was developing the *Teaching and Learning Framework* and, in fact, there was overlap in the membership of the two teams. This was essential because the team needed to develop a rubric for the *Teaching and Learning Framework* that would be an integral component of IMPACT.

The IMPACT team held 50 to 60 focus groups across the district by job category to gather input from teachers and other school-based staff to inform the design of IMPACT. These sessions addressed questions such as: "What should you be evaluated on? What measures should we use? How should we weigh things?" A lot of valuable ideas were collected, and Kamras reported, "There wasn't universal agreement." It was the IMPACT team's job to synthesize the system's goals, learnings from the best practices in teacher evaluation nationally, and input from staff to create a powerful evaluation system. During this process, DCPS communicated with the teachers' union, but the district was not contractually obligated to consult with the union on what it was developing.

The goals of the IMPACT system are to:

1. **outline clear performance expectations;**
2. **provide clear feedback on teacher performance; and**
3. **ensure every teacher has a growth plan and is getting guidance on how to increase effectiveness.**

To achieve these goals IMPACT was designed to measure teacher effectiveness on a set of criteria. The choice of criteria and the weight of each differ for teachers depending on whether they teach in grades and subjects that are part of the DC-CAS. For teachers who teach in DC-CAS grades and subjects, 50 percent of their evaluation rating is based on

[4]While the focus of this paper is on teachers, IMPACT was designed to serve all school-based personnel including librarians, counselors, coaches, instructional paraprofessionals, and custodians, making it a comprehensive school-based performance management system.

"value-added" scores on DC-CAS and another 40 percent is based on classroom observations rated on the *Teaching and Learning Framework* rubric. For teachers for whom there currently are no value-added data, classroom observations rated on the *Teaching and Learning Framework* rubric account for 80 percent of their evaluation rating. The other criteria used to get a total IMPACT score include: *Commitment to School Community* (5 percent for all teachers), *School Value-Added* (5 percent for all teachers), and *Non-Value-Added Student Achievement Growth* (10 percent for teachers for whom value-added data are not available). Core professionalism is not assigned a percentage value, but low performance on this criterion can negatively affect teachers' overall score.

Weight of IMPACT Components

IMPACT COMPONENTS	TEACHER WITH "VALUE-ADDED" DATA	TEACHER WITHOUT "VALUE-ADDED" DATA
Individual Value-Added	50%	N/A
Non-Value-Added Student Achievement Growth	N/A	10%
Teaching and Learning Framework	40%	80%
Commitment to School Community	5%	5%
School Value-Added	5%	5%
Core Professionalism	Assessed on a 1-to-3 rubric. A score of less than 3 can result in a downgrading of the total score of the four other components.	

Implementation of IMPACT

The rollout of IMPACT tracked the rollout of the *Teaching and Learning Framework*. While the training introducing the framework, described earlier, was intended to build awareness of the framework, the fact that the system was also introducing a rubric to assess teacher performance relative to the framework influenced the training. Having the rubric in place by the beginning of the year allowed the training to focus not just on introducing the framework but also on distinguishing between what high and low levels of implementation of framework elements look like. Because IMPACT reflects an entirely new level of teacher accountability in DCPS, the rollout of both the framework and the rubric and its use had to include intensive support. DCPS tailored that support by creating a new position, Master Educators, and intensively calibrating observations and scoring.

Master Educators

Through IMPACT, teachers are evaluated annually. Every teacher in the system is observed five times a year for 30 minutes each time. In SY 2009-10, principals conducted three of the observations (one announced) and Master Educators (MEs) conducted the other two observations (one announced).[5] The role of ME is central to IMPACT, creating the opportunity for highly effective teachers, coaches, and administrators to serve as the second observer and evaluator of teachers and ensuring more than one evaluator assesses the performance of each teacher. MEs are responsible for observing, analyzing, evaluating, and debriefing classroom observations with teachers.

MEs conduct a minimum of ten classroom observations a week, which are complemented by an analysis of their observations, scoring, write-ups of their findings, and conferences with teachers to discuss their observations. Some MEs spend additional time collecting instructional resources for teachers to share with them during their post-observation conferences.

[5]In School Year 2010-11 one of the principal observations is announced. All of the Master Educator observations are unannounced.

Building relationships is an essential job skill for MEs, since they are constantly meeting new teachers with whom they must quickly establish trust. Such trust is essential to make the teacher feel at ease about having them in their classroom observing and to facilitate a post-observation conference that supports the teacher's growth and development.

Given what an important role MEs play in IMPACT, DCPS recruited, screened, and inducted them carefully. The system recruited nationally for the position, reaching out to teacher award winners nationally (e.g., Teachers of the Year) and through a variety of professional networks. By early June 2009, there were more than 800 applicants for the 32 positions. Using a four-stage screening process, the district identified a group of MEs who possessed expertise as varied as early childhood, elementary regular education, primary literacy, secondary special education, and secondary math and science. Twenty-eight of the 32 (87 percent) were hired from outside DCPS.

MASTER EDUCATOR SCREENING PROCESS (# INVOLVED)

Stage 1 – Resume and essay (800+)

Stage 2 – Phone interview (520)

Stage 3 – ½ day Performance Assessment: teach sample lesson and debrief; observe and analyze video of teaching and provide feed back to teacher; present own student achievement data; analyze data; writing sample (260)

Stage 4 – Final interview (70)

MEs participated in a six-week orientation, which focused on making them experts in the *Teaching and Learning Framework* they would use to guide their observations and on building their skills of observing instruction and talking and writing about their observations. Given that MEs would score teachers using the rubric and those scores would be part of a teachers' overall performance rating, consistency in ratings across MEs was critical to the integrity of IMPACT. For this reason MEs spent hundreds of hours reviewing videos of teaching, talking about and norming their ratings, and strategizing and role-playing the debriefing sessions they would facilitate with teachers.

From the beginning, MEs have been important partners with the system in implementing the *Teaching and Learning Framework* and IMPACT. Significantly, they have helped DCPS refine the rubric. After just a couple of weeks of practice using the rubric, MEs identified language that made it hard to use. They quickly raised their concerns to the TLF and IMPACT teams and produced changes. For example, MEs found that element T6 — "fewer than 5/10... minutes of instruction time wasted" — was difficult to measure, even using stopwatches. In its place, they proposed "teacher is very effective/mostly effective/somewhat effective/ineffective at maximizing instructional time." Another example of their effect on the process is their recommendation to eliminate the descriptor in T1 that stated, "Four/Three/Two/One out of four students surveyed can articulate the objective of the lesson." After trying to apply this criterion, MEs realized it was too hard to define what constitutes a "right" answer. This feedback drove rubric revisions and forced central office staff to work late into the night to revise the rubric to place it in more than 3,500 binders that would be distributed to teachers the next day.

When MEs talk about their work, they emphasize their efforts to support teachers. They talk about being "excited when teachers are sponges" and how rewarding it is to have an experienced teacher tell them, "This is the first time I've ever had anyone who knows special education give me feedback." Through their work they are realizing that "lots of teachers haven't

heard much good about their practice." They talk about "being so impressed when a teacher can process a low score and engage in learning" and the challenge of working with a teacher who "lacks content knowledge," or of observing in a classroom where "stuff is happening but there is no actual lesson." MEs say they rarely observe classrooms that reflect the extremes—fabulous or horrible teaching. As a result, much of their work lies in helping teachers identify areas for growth. This takes many forms: helping a teacher who is perceived as "good" to think about the relationship between her practice and student results and any disconnect between the two; or helping a teacher who is great at guided reading get comfortable with her need to improve her math teaching skills.

MEs' professional development happens twice a month for two hours; rubric-norming, problem solving, and getting feedback from one another are the topics on the agenda. Additionally, the MEs support one another between meetings. They describe sharing write-ups with one another for comment and e-mailing and talking at all hours as they puzzle through particularly tricky cases. Reflecting on their experience in first-year implementation of the framework and IMPACT, one of the MEs summed it up this way: "We were told it would be a bumpy ride and we would need to figure it out. We knew it and planned for it."

WHAT IS MOST STRIKING TO MASTER EDUCATORS IS THE POWER OF THE RUBRIC TO CREATE A COMMON LANGUAGE ACROSS THE SYSTEM ABOUT INSTRUCTION.

The bumps showed up in several places. In the first round of ME post-observation conferences in year one, MEs noticed differences in how teachers approached the conferences and the impact these differences had on the meetings. Some teachers assumed a passive role in the conference, waiting for the ME to tell them their score. ME's interpreted this as a sign of teachers' anxiety about the process and/or their lack of experience talking about instruction with a supervisor. Other teachers reflected on their lesson in advance of the conference and engaged the MEs as thought partners. In the second round of observations, the post-observation conferences were more reflective and teachers were more engaged as they became familiar with the process and anxiety lessened.

What is most striking to MEs is the power of the rubric to create a common language across the system about instruction. Teachers across the city are talking about checking for student understanding and targeting multiple learning styles. They are also sharing strategies within and across schools. MEs are also very aware of how this new system puts clear responsibility on teachers for their performance. As one ME explained, "The onus is on teachers. We're giving feedback. Now they need to do something with that information."

MEs play a delicate role, with one foot in the world of teachers and the other in the world of administrators. They are expected both to evaluate teachers and to support their development. In a school system like DCPS, where support and accountability have historically been seen as separate things provided by different people, MEs are pioneers in the effort to change that culture. As one ME explained, "Initially, we had to figure out how to go into classrooms and assure teachers that we're trying to draw them in, not filter them out and what that means for professional development. This is not a 'gotcha.'"

The tension around the ME role is reflected in their relationships with instructional coaches (the people whose primary job responsibility is to support teacher development) and principals. Because of their role in evaluating teachers, MEs are part of the administrators' union. For this reason, the Washington Teachers' Union worked to establish a firewall between MEs

and instructional coaches, discouraging communication between the two groups. So while MEs know a lot about the skills and talents of teachers and the areas where they would most benefit from support, they aren't able to share this information with coaches, who are responsible for supporting teacher development. As a result, the support teachers are getting from coaches is less focused and effective in raising their level of performance than it could be. In the end, teachers pay the price because the formal observations continue and scores are calculated whether teachers are getting differentiated support based on evaluation data or not. And this dynamic reinforces a sense, on the part of many teachers, that the *Teaching and Learning Framework* is really just about accountability.

The relationship between MEs and principals is similarly guarded. They observe and assess the same teachers, but there is little collaboration or coordination between MEs and principals, largely to ensure the objectivity and integrity of both people's evaluation ratings. MEs do not see principals' scores and they don't discuss their scores until they have written their report and debriefed with the teacher. Occasionally, the principal requests support from MEs for specific teachers; this most commonly happens when the ME has expertise in a high-needs area, e.g. special education or high school science. MEs' success relies in part on their ability to be and be perceived as neutral third parties in the evaluation of teachers. This requires carefully negotiating relationships with principals and instructional coaches.

Calibration, Calibration, Calibration

A PowerPoint slide is flashed up on the screen at the beginning of the DCPS Principals Academy training session in March 2010. It lists every standard and sub-standard (13 in all) of the Teach element of the framework and compares the average scores of principals and MEs for each. These averages have been calculated based on the 11,008 assessments (99 percent completion rate) principals and MEs have done at this point in the first year of IMPACT implementation.

DCPS is collecting all of the classroom observation scores electronically and has the capacity to report scores by principals and MEs and to make very precise comparisons using the IMPACT information management infrastructure. These data allow the system to have evidence-based conversations about principals' and MEs' ratings and teacher practice, and to track and report data over time to see how the work is evolving.

In reviewing the comparative data, the principals can see two striking findings. First is the variation in the scores given to different standards. For example, principals' highest rated standard is *Interacts Positively and Respectfully with Students* (3.56 on a 1-to-4 scale), and their lowest-rated standard, *Probe for Higher-Level Understanding*, is a full 0.8 lower (2.74). This discrepancy suggests that principals and MEs are making distinctions between performance in different standards and discerning trends in specific elements of instruction. These kinds of data are valuable in informing professional development priorities. Second, there is great similarity in the average scores of principals and MEs. On 10 of the 13 standards, the level of variation between principals' and MEs' scores is 0.2 or less, on a 1 to 4 scale. The variation on five of the 13 standards is 0.1 or less. That suggests that the training on the rubric might be effective.

How the system presents the data and reacts to it is telling. There is a brief celebration and then principals are guided in homing in on T5c and T7, the two standards where there is the greatest variation in scores. The work of the day is trying to understand and address the root cause of this variation. Is there a lack of shared understanding about what each of the standards means? Is there lack of clarity about what each looks like in practice when executed well? Principals spend the day reviewing the meaning of T5c and T7 and observing videos of teaching focused on those standards in an effort to increase the consistency of scoring.

This emphasis on building a common understanding of what these standards look like in practice and calibrating scoring has permeated the first year of IMPACT implementation. Calibration is critical to ensuring the integrity of observation scores and the fairness of the teacher evaluation process. Much of the professional development tied to the framework and IMPACT in the first year has focused on observing videos (or live instruction) and calibrating observations and scoring. This has been part of every Principals Academy session, every ME training, and much of the coach training. The teacher training has focused on teaching the strategies that embody the standards, using video footage of teaching wherever possible to bring the strategies to life.

In the process of calibrating the scores of principals and MEs, a couple of interesting patterns have emerged. Most notably, the majority of scores for both principals and MEs are relatively high. On the 1-to-4-point scale of the rubric, average scores hover just above 3.0. It is also noteworthy that principals' scores on 10 of the 13 standards are higher than MEs' scores. Tracking these trends and figuring out what they can teach the system about IMPACT, first-year implementation, and possible areas for refinement and professional development in Year Two will strengthen the performance management system.

Calibration is also happening in schools. Because of IMPACT, principals and assistant principals are observing classroom instruction together and calibrating their ratings. For many administrative teams this is an entirely new practice that is encouraging a much clearer focus on instruction and greater collaboration among team members. As one principal described it, "We are getting better at it as a team and really building our leadership team."

CALIBRATION IS CRITICAL TO ENSURING THE INTEGRITY OF OBSERVATION SCORES AND THE FAIRNESS OF THE TEACHER EVALUATION PROCESS.

Calibration and collaboration have also changed the work area superintendents do with the principals they supervise and evaluate. The framework and accompanying rubric are guiding area superintendents' school walkthroughs with principals and focusing the conversation on instruction. When asked whether classroom instruction has changed this year, one area superintendent described it this way: "I'm seeing more teaching and less unethical stuff. There are some nuances beyond the basics: seeing more checking for understanding, attention to learning styles. By explicitly calling these things out in the framework, teachers are attending to them more."

VOICES FROM THE FIELD

Principals' Perspectives

Asking a broad sample of principals who represent different experience levels and schools in DCPS about TLF and IMPACT was a bit like opening the valve on a fire hydrant. As the people most responsible for implementing the initiative, and managing how the new expectations affect instruction and the climate and culture in their schools, they have strong opinions and are feeling a lot of pressure from the system and teachers alike. While there were points of agreement in the principal focus group it was also clear that their experience with TLF and IMPACT was directly related to the context of their school and their experience and expertise as a principal. These factors impacted how they led the implementation of the initiative and anticipated and managed teachers' stress about the new work.

How did TLF and IMPACT affect their work? One principal commented, "How I spend my time is very different. The jury is still out if that is for the better or worse. I'm doing lots more structured evaluations and having great conferences with teachers multiple times a year. I'm less regularly in and out of classrooms, checking in, tracking instruction. I felt more involved last year. I'm not sure what of this is related to year one implementation." A principal of a larger school that has three assistant principals described splitting up the teachers among the four administrators. The administrators observed classrooms together and calibrated their rating to ensure teachers would have a similar experience regardless of who observed them. She commented, "I can see us getting better as a team. We're building a leadership team in a way we hadn't ever done before."

Discussion of the rubric itself provoked lively discussion. A new principal leading a school where "teachers think everything is going well but student performance doesn't match" found the framework provides a common language and a helpful starting place as he tried to set expectations. While one principal recognized that "some teachers see the value of TLF," another principal complained, "For more sophisticated teachers this feels like 101. It's frustrating to high-performing teachers." Concerns expressed about the rubric focused on both the content and how it is being rolled out and interpreted. There was a lot of concern about rigor. One principal described TLF as "not asking a whole lot. It lacks rigor." Another said, "It's fine to talk about pedagogy but we're not talking about content." A third principal tied the previous two comments together, offering: "My biggest criticism is the lack of rigor which is tied to the lack of curriculum."

As the conversation shifted to the rollout of TLF, a principal expressed concern about focusing "on the little pieces." She worried, "We're losing sight of the holistic, big picture. There's no conversation about rich pedagogy." Principals talked about teachers' being "really stressed out" and a number of principals agreed that the first year "should have been a pilot year. We shouldn't be making dismissal decisions." At the same time that principals expressed concerns about TLF and IMPACT, they also showed that they recognized their potential. As one principal observed, "Principals are asking about IMPACT scores when they think about teacher hiring."

Teachers' Perspectives

In a focus group to discuss Year One implementation of TLF and IMPACT, a broad sample of DCPS teachers agreed that the framework provides clear expectations, which are helpful and did not previously exist. A teacher explained, "The examples [in the rubric] of what I needed to do were helpful and I knew what was expected of me."

As the conversation shifted to the rollout and implementation of the system it was clear that these teachers and the creators of TLF and IMPACT would surely agree that implementing IMPACT system wide was an undertaking that required enormous capacity which was hard to guarantee. Several teachers in the focus group wondered why the system hadn't piloted TLF and IMPACT or introduced TLF one year and evaluation the next. Teachers described their initial introduction to TLF as less than a day of professional development with trainers who used PowerPoint slides and a script. This approach, which the system pursued to ensure a clear and consistent message, was perceived by teachers as canned and described as low level instruction – know and understand – on Bloom's Taxonomy. Teachers described trainers who were unable to answer probing questions, such as what was meant by the word "rigor." Several teachers were frustrated by the lack of training materials. A third-year teacher explained, "There were no videos of what it looked like to teach at a level 4. I need to see an example of someone excelling and achieving... not just [be told], if you do this it will happen."

The majority of teachers in the focus group described significant variations in their experiences with different evaluators. One explained, "After my first conversation with my Master Educator I felt it was going to be a worthwhile. She offered me some good resources. I thought I would get something out of it. My second Master Educator was kind of a robot, not generous in offering assistance, [a] much tougher grader, colder, harder and more linear than the first." Another teacher explained, "My conversation with my principal was supportive but not helpful. [She said,] 'You did awesome' with no suggestions for how to improve. My ME conversations were very meaningful. She helped me change many of the things that I did. I asked for this ME a second time because she had great things to say and was beneficial to me."

The subjectivity of scoring was a point of conversation among the teachers. Most of the teachers in the room either personally knew of a teacher who had received wide-ranging scores or had heard of such a teacher through the grapevine. One teacher spoke of the scores her own child's teacher received. She characterized the teacher as phenomenal and said he got a 3.75 score in SY '10, indicating that he was highly effective. In the fall of 2010, though, he was given a score of 1.55. The lower score was changed to a 2.1, which the teacher described as the evaluator's response to seeing his "highly effective" plaque on his classroom wall—his reward for his previous score. While stories of these inconsistencies spread across the system, DCPS examined scores to identify the extent of this issue and found significant differences in scores in several dozen teachers (less than one percent of the teaching force).

Teachers had great concerns about how IMPACT is affecting teaching. One teacher told the story of being padlocked out of the school auditorium and told that staging a production of *Romeo and Juliet* was not an "IMPACT-ready" lesson. She was advised by a school administrator to send kids who present behavioral challenges to the library when she's observed,

in order to help her with her score. She summarized her experience saying, "It's disappointing. I'm so unhappy about how it has affected my instruction. I feel a bit crushed under the weight of IMPACT." A teacher who works in two-hour teaching blocks described her concern: "When they come in everything has to change for the 30 minutes they're in there. You can do X, Y, and Z perfectly but if you run out of time and don't get back to A you're penalized." A third teacher explained that her school for the first time did not make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act, and attributed that result to IMPACT and how teachers changed their instruction in response to it. As she explained, "Teachers stripped lots out of their instruction. They dried it up and bored the heck out of kids."

The issue of equity was also raised in the conversation. Teachers posited that it is much harder to get good scores in a school in trouble. A teacher explained, "There is a difference between schools. Some schools have huge behavior issues. A teacher with a 3.7 score in a school with no issues could come into my school and teach the same lesson because, supposedly, this person is a highly effective teacher. But this is impossible. The context of the school matters. None of them could come into my classroom and do what I did and even get close to the score that I did. This is a flaw in the system design. It doesn't have to do with the rubric. No one is going to admit this because it's a huge political problem."

YEAR-ONE IMPLEMENTATION RESULTS

At the end of the first year of implementing TLF and IMPACT, DCPS officials examined three critical sets of data to determine the progress made in Year One implementation and the priorities moving forward. They were: 1) the level of consistency in evaluators' scoring classroom observations using the TLF rubric; 2) the correlation between TLF scores and individual value-added scores; and 3) the overall IMPACT ratings for all the teachers in the system.

Scoring and Correlation

Throughout the year, the IMPACT information management system synthesized the evaluators' rubric scoring. At the end of the year, these data were able to show variations in teachers' performance across standards, as well as variations between principals' and MEs' ratings. These two analyses can be very helpful in informing teacher professional development, training of principals and MEs on specific standards, and rubric refinement. The table below[6] shows what the averages looked like in June 2010. It represents more than 17,000 observations and a full year of implementing TLF and IMPACT.

STANDARD	PRINCIPALS' AVERAGE SCORE	MASTER EDUCATORS' AVERAGE SCORE
T1: Focus Students on Lesson Objectives	2.97	2.74
T2: Deliver Content Clearly	3.02	2.71
T3: Engage all Students in Learning	3.4	3.38
T4: Target Multiple Learning Styles	3.07	2.98
T5a: Check for and Respond to Student Understanding During the Lesson	3.06	2.91
T5b: Respond to Student Misunderstanding	3.13	2.95
T5c: Probe for Higher-Level Understanding	**2.81**	**2.36**
T6: Maximize Instructional Time	3.1	2.92
T7: Invest Students in Learning	**3.08**	**2.63**
T8: Interact Positively and Respectfully with Students	3.51	3.52
T9a: Student Behavior	3.29	3.28
T9b: Reinforce Positive Behavior	2.97	2.82
T9c: Address Inappropriate, Off-Task, or Challenging Behavior	3.37	3.4
Total	3.15	2.97

While a comparison of average scores is helpful in showing trends, the use of aggregate averages makes it impossible to see the level of variability at the level of an individual teacher who was observed by a principal and two different MEs. To examine this, DCPS used a correlation analysis that measured the extent to which principals' scores related to MEs' scores. A correlation of 0 suggests there is no relationship between the two sets of scores while a correlation of 1 means there is a perfect correlation and the two sets of scores move up and down in unison. The correlation between administrators' and MEs' scores at the end of year 1 was 0.57, which is thought to be a moderately strong correlation in social sciences.[7]

[6] This table reflects version 1.0 of the framework which was used in SY 2009-10.

[7] 0.50 is generally agreed upon as the floor for a "moderately strong" correlation.

Correlation Between Individual Value Added (IVA) and TLF[8]

VARIABLES	CORRELATION
IVA and All TLF Scores	0.34
IVA and Administrator TLF Scores	0.28
IVA and Master Educator TLF Scores	0.36

The story became more complicated when DCPS analyzed the relationship between TLF rubric scores and individual teacher value-added scores based on the DC-CAS. At this early stage in the use of value-added analysis nationally the hope is that there is a strong correlation between a teachers' score on an instructional rubric and his or her value-added score. This would validate the instructional rubric by showing that doing well in instruction produces better student outcomes. DCPS analysis at the end of the first year of IMPACT suggests that there is a modest correlation between the two ratings (0.34).

Master educators' scores and individual value-added scores show the highest correlation, 0.08 higher than the correlation for administrators. There are several possible reasons for this: 1) Principals include in their ratings factors that are not part of the rubric but that they are aware of because they know the teachers; 2) MEs are particularly expert in the observation and analysis of instruction and therefore hold teachers to a higher standard than principals.

DCPS's correlations are similar to those of other districts that are using both an instructional rubric and value-added data. A moderate correlation suggests that while there is a correlation between the assessment of instruction and student learning as measured by standardized tests (for the most part), it is not strong. At this early stage of using value-added data this is an issue that needs to be further analyzed.

Teacher Ratings

The third set of data relates to DCPS teachers' IMPACT scores, which, as noted above, reflect the synthesis of the observation scores, value-added data where available, and the other measures: commitment to school community, school value-added and core professionalism. The overall IMPACT rating scale runs from 100 to 400 and rates teachers at four levels: ineffective, minimally effective, effective, and highly effective. In setting the cut scores for these levels, DCPS made Effective the widest band and Highly Effective the smallest, sending the message that a rating of Highly Effective was a special mark of distinction. The first chart illustrates both the IMPACT scale and the percent of teachers who scored at each of the four rating levels at the end of the 2009-10 school year. The second chart reflects the performance categories for teachers in 2009, before IMPACT was implemented, and the distribution of teacher ratings in that school year.

The 2008-09 data make clear that DCPS had had the same problem with teacher evaluation that The New Teacher Project identified in school systems across the country in its report, *The Widget Effect:* a tiny proportion of teachers were identified as unsatisfactory. Nearly half of the DCPS teacher workforce was identified as performing at the highest level. IMPACT was developed to address this issue by providing a more robust and higher standard for teacher performance. At the end of the first year of implementation of IMPACT, the trends shifted, with the proportion of teachers rated Effective or better decreasing from 95 percent to 81

[8]IMPACT Presentation PowerPoint, DCPS-TNTP Conference, October 5, 2010

Comparison of Teacher Ratings Under 1st Year of IMPACT and Previous Year Results

SY 2009-10 TEACHER IMPACT RATINGS	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Distribution of Teacher Ratings SY 2009-10	3%	16%	66%	15%
SY 2008-09 TEACHER EVALUATION RATINGS	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**MEETS EXPECTATIONS**	**EXCEEDS EXPECTATIONS**
Distribution of Teacher Ratings SY 2008-09	0.2%	4.8%	50%	45%

percent and the proportion of teachers identified as less than effective increasing from 5 percent to 19 percent.

Digging into the data, it is interesting to note that there is little variation in the distribution of Ineffective and Highly Effective teachers based on tenure in the system, with the exception of a lower percent of teachers in their first six years of teaching performing at the Highly Effective level.

The ratings have consequences attached to them. Teachers identified as Ineffective can be dismissed within a year. In June 2010, DCPS dismissed 125 teachers who were rated Ineffective in the fall of 2009. Teachers rated Minimally Effective have two years to improve their rating. The 700 teachers rated in this category in 2009 have until June 2011 to demonstrate effectiveness; those who do not will then be eligible for dismissal.

For Highly Effective teachers, DCPS wanted to recognize and reward their talent. The mechanism for recognition that the system chose was compensation. The IMPACT*plus* compensation system was designed to provide significant financial rewards to the system's Highly Effective teachers by aligning compensation to performance.

Percent of Ineffective and Highly Effective Teachers Based on Years of Experience

TEACHER TENURE IN THE DCPS	INEFFECTIVE	HIGHLY EFFECTIVE
<6 years	2.7%	12%
6-10 years	0.6%	22%
10-20 years	2.0%	19%
20-30 years	2.3%	16%
>30 years	3.4%	15%

IMPACT*plus*

DCPS's salary structure, prior to the introduction of IMPACT, was organized on the same principles as most school systems' pay schedules. Teachers earned salary increases based on their years of service and their accrual of graduate credits, two factors that have been shown to have little effect on teacher performance or student achievement. In the spring of 2010, DCPS and the Washington Teachers' Union, after two and a half years of contentious negotiations, agreed to a contract that introduced a compensation system aligned to IMPACT. All new teachers would be enrolled in the new system; current teachers could choose whether or not to enroll in it or maintain their existing pay structure.

Through IMPACT*plus*, Highly Effective teachers can earn an annual bonus of up to $25,000 and accelerate the growth of their base salary. All Highly Effective teachers move up five steps on the traditional compensation ladder for every two years they are evaluated as Highly Effective. Their bonuses are calculated based on effectiveness, teaching the most economically disadvantaged students (who tend nationally to be taught by the least-experienced and least-effective teachers), and teaching in high-stakes testing grades and high needs subject and program areas. These criteria recognize teachers as the most important school-based factor in students' learning and incentivize Highly Effective teachers to work where their talents are most needed: the highest-needs schools, the highest-needs subjects, and grades with value-added data. DCPS's pay-for-performance system focuses on leveraging teaching talent to serve students rather than the traditional pay system's focus on teachers' tenure in the system and their accrual of graduate credits.

The chart below shows how bonuses are calculated for Highly Effective teachers who opt into IMPACT*plus*.

IMPACT SCORE	SCHOOL'S FREE AND REDUCED PRICE LUNCH RATE	BONUS	ADD-ON IF IN IMPACT GROUP 1[10]	ADD-ON IF YOU TEACH A "HIGH NEEDS" SUBJECT	TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or higher	$10,000	$10,000	$5,000	$25,000
	59% or lower	$5,000	$5,000	$2,500	$12,500

At the same time that the new teachers' contract provides Highly Effective teachers the opportunity to dramatically increase their earnings, it also includes a "mutual consent" provision that eliminates job security for teachers who lose their positions. Under the agreement, teachers who are laid off who have a rating of Effective or Highly Effective are given a year at full pay to find a job, the option of a $25,000 buyout, or early retirement with full benefits if they have 20 or more years of service. However, if highly rated teachers choose to participate in IMPACT*plus*, they would not have access to these three options. In effect, teachers trade that safety net for the opportunity for significantly increased earnings.

At the end of the first year of implementation of IMPACT, 501 classroom teachers in DCPS were eligible to participate in IMPACT*plus* based on their Highly Effective rating. Chancellor Rhee had raised $31.5 million in private foundation money to pay for IMPACT*plus* and anticipated paying out $6 million in bonuses in the first year. Sixty-three percent (318) of the eligible teachers chose to participate in the new performance-pay system. For the teachers who opted in, the average bonus was $9,190, and the system paid a total of $2.9 million in bonuses to classroom teachers in the fall of 2010. Two DCPS teachers were eligible for the full $25,000 bonus; both chose to take it.

A third of the eligible teachers chose to stay with the traditional, incremental base-building compensation system. The participation rate of Highly Effective teachers in IMPACT*plus* reflected the enormity of the shift in thinking the bonus-pay system required teachers to make as they traded job security for significant pay increases. It likely also reflected weak trust in the system by some teachers, the result of acrimonious contract negotiations, and the perception of IMPACT as a tool to support teacher dismissal.

[9]IMPACT Group 1 is the group of teachers for whom there is DC-CAS value-added data.

LEARNING AND REFINEMENT

The accomplishments achieved in the first year of TLF and IMPACT are impressive in both their breadth and depth. DCPS introduced district-wide standards for teaching and an aligned rubric. Every teacher in the system was observed five times using the new rubric. The role of Master Educator was implemented, ensuring a second observer for every teacher and introducing evaluators who had most recently been classroom teachers. DCPS initiated a new teacher evaluation system that includes value-added measures and a new compensation system that aligns pay to performance.

Given all the system had taken on in school year 2009-10, district leaders were reluctant to start any new initiatives the following year. As Michael Moody described the district's Year Two message about TLF and IMPACT, the goal was to "get better at what we started." At the end of that first year, there was plenty of experience and data to draw on to define the priorities for refining and deepening implementation in year two.

Framework and Rubric

DCPS decided to spend the second year of implementation continuing the Year One focus on the Teach element of the framework, and putting off a deep exploration of "Plan" and "Increase Effectiveness." There was work to be done in refining the framework and rubric and in deepening everyone's understanding of it and ability to teach to it. Year One data from observations and from more than 50 focus groups with teachers about the framework and rubric pointed out areas for improvement in both the content of the rubric and its language.

In terms of content, teachers consistently scored the lowest on the standards related to high expectations, rigor, and probing for higher-level understanding (T5c and T7). Given how critical these skills are to supporting students to do challenging and rigorous work, the district had to amplify these skills in the framework revisions and professional development.

Feedback from teachers and their evaluators informed revisions to the format and language of the rubric. Clear themes emerged from the feedback. First, the standards and rubric needed to be refined and streamlined to be less cumbersome to use and understand. There were points of repetition that needed to be eliminated and the rubric needed to be made more flexible. For example, the comments suggested that the statement "Teacher attempts to target 3 or more learning styles and effectively targets 3" should be changed to something less rigid, such as "Teacher provides students multiple ways to engage with content." Second, rather than rating each element of a standard discretely and then calculating the rating for that standard, the feedback suggested that the standards needed to be framed more holistically, with evaluators giving an overall score for each standard. Third, the standards language and their description in the rubric needed to be revised to more precisely focus on what evaluators had learned in Year One were the most important things to focus on relative to each standard. These changes are evident in the tuning of the standards themselves as well as in the details of the rubric. As an example, T3 was revised from "Engage all students in learning" to "Engage students at all learning levels in rigorous work." The emphasis shifted from simply engaging all students to focusing on differentiation and rigor.

TLF 2.0 was released in the summer of 2010.
The grid below illustrates the evolution of the standards:

2009-10 TEACH DOMAIN STANDARDS	2010-11 TEACH DOMAIN STANDARDS
T1: Focus students on lesson objectives	T1: Lead well-organized, objective-driven lessons
T2: Deliver content clearly	T2: Explain content clearly
T3: Engage all students in learning	T3: Engage students at all learning levels in rigorous work
T4: Target multiple learning styles	T4: Provide student multiple ways to engage with content
T5A: Check for and respond to student understanding during the lesson	T5: Check for student understanding
T5B: Respond to student misunderstanding	T6: Respond to student misunderstanding
T5C: Probe for higher-level understanding	T7: Develop higher-level understanding through effective questioning
T6: Maximize instructional time	T8: Maximize instructional time
T7: Invest students in learning	T9: Build a supportive, learning-focused classroom community
T8: Interact positively and respectfully with students	
T9A: Student behavior	
T9B: Reinforce positive behavior	
T9C: Address inappropriate, off-task, or challenging behavior	

Expectations, Support and Accountability

The second clear area of focus for Year Two related to providing teachers and principals more support organized on the standards. This priority implicated instructional coaches, principals, and assistant superintendents. Coaches who had limited training on the framework and rubric in SY 2009-10 had often worked with teachers on a parallel track, untethered to the framework. Several changes were proposed for Year Two to bring coaches' support of teachers into closer alignment with the standards. In SY 2010-11 a more rigorous central screening of coaches that principals could choose from was implemented, and coaches received substantive training on the framework. They were expected to integrate the framework into their coaching and 30 percent of their evaluation was tied to the growth of average TLF scores of teachers in the schools they serve and the school value-added student achievement data.

As district officials thought about the role of principals, they realized they simultaneously needed clearer expectations and more support. Clearer expectations came in the form of a new principal evaluation developed in SY 2010-11. In this new evaluation, 50 percent of principals' performance rating is based on student achievement gains (proficiency, growth, and school-level measures). Five percent is tied to the school's retention of highly effective teachers. To support principals to meet these expectations, DCPS doubled the number of instructional superintendents who supervise and evaluate principals. In SY 2010-11, each of the 12 instructional superintendents work with 10 to 12 schools. They do instructional walks

with every principal every other week, work with them to closely analyze student learning data, and consider implications for instruction, and provide principals monthly written feedback. The number of MEs was also increased from 32 to 42 to meet the demand of observations and six senior MEs were identified and assigned to lead content-based teams of MEs to provide them more support and assistance.

To further build the capacity in schools, assistant principals (APs) were integrated more fully into the training and development related to TLF and IMPACT. In SY 2009-10 several sessions were held for assistant principals on the framework and IMPACT; in SY 2010-11, every monthly principal leadership academy session is followed by a session for APs that covers the same content.

There are clear SY 2010-11 professional development priorities to ensure that teachers, principals, and coaches are well versed in the framework and to provide professional development on the standards in which teacher performance is weakest. At the same time, there is an effort underway to build on this professional development framework. TLF articulates the elements of effective instruction generically, which creates system-wide understanding and expectations regarding instruction that will likely raise the floor for teachers' instructional practices. Yet to sustain improvements in teacher practice and student achievement, teachers need professional development to integrate the ideas embedded in the framework into teaching in the content areas. For example, what are the strategies for checking for student understanding and responding to misunderstanding in a guided reading lesson? How do you provide students in an Algebra 1 class multiple ways to engage in the content? DCPS began this work this fall by having MEs facilitate six week, 90-minute sessions of groups of about 20 teachers organized by content area (e.g. elementary math, high school English) that focused on T1 and how it is expressed in their content area. Between sessions, participants tried out things they discussed in session and brought their experiences back to the group to debrief. This is a first step.

TO SUSTAIN IMPROVEMENT, TEACHERS NEED PROFESSIONAL DEVELOPMENT TO INTEGRATE THE IDEAS EMBEDDED IN THE FRAMEWORK INTO TEACHING IN THE CONTENT AREAS.

System Infrastructure and Organization

Given that 86 percent of DCPS teachers do not teach content or grades in which he DC-CAS is administered, the issue of how student learning is assessed is both messy and critical. Because DCPS leaders were unsure how to proceed with these teachers, they made achievement based on non-DC-CAS scores a small part of the evaluation (10 percent of the rating, compared with 50 percent for teachers with DC-CAS value-added scores). In SY 2009-10, teachers were expected to bring data to principals three times a year that showed evidence of student learning. Principals were expected to determine the level of learning represented in the students' work and then give the teacher a score of 1 to 4 for this element of IMPACT. The district provided a rubric to help guide teachers in selecting the assessment data they brought and to support principals in assessing the data. There were huge variations in what teachers submitted and how principals assessed it. This raised fundamental questions about the validity of these measures, as well as knotty questions like: what constitutes 1.5 years of learning on a seventh grade science test and how do you measure it? The system didn't have clear answers to these questions and principals didn't know how to discern which assessments would be most useful for assessing student learning.

To begin to address this issue, in SY 2010-11, the district established guidelines that required every teacher to propose at the beginning of the year what assessments they would use to measure student learning and what measures of progress they will hold themselves accountable for. The principal has to approve the proposal. For example, a teacher might administer a final exam and set an expectation that 80 percent of the students will score at 80 or better on the exam. Until the district develops district-wide assessments, the system will have to continue to rely on teacher-developed and-administered assessments. In the meantime, DCPS put out guidelines about what could be used as assessments by grade and content area to create more consistency. (These guidelines make clear that formative assessments, which are designed to guide instruction, will not be used for accountability.) Over the long run, district officials expect to develop common assessments for subjects and grades not covered by DC-CAS. Senior leaders suggest these will likely be put in place in the next several years.

Implementation of the framework has shone a spotlight on an even bigger piece of teaching and learning infrastructure the system does not have in place: a common DCPS curriculum, K-12, to guide instruction. Instructional materials, which are not consistent across schools in the system and which invariably differ in quality and alignment to DC standards, often serve as the default curriculum. As the system has raised the expectations for teachers it has become clear that it needs to similarly increase the level of curricular support it is providing to guide teachers' instruction. DCPS has adopted the Common Core State Standards which sets the direction for this curriculum work.

A DCPS central office staff person perfectly captured the dilemma the system finds itself in regarding the teaching and learning infrastructure as it implements IMPACT commenting, "It's easy to create requirements through evaluation. It's much harder to create things to meet these requirements." Developing assessments that can be used to measure student learning in classes that do not have DC-CAS data is one example of this dilemma.

Evaluation is the wedge DCPS chose to provoke systemic reform. Now the system faces the challenge of building the infrastructure required both to fully implement the evaluation system and to provide teachers the full complement of curricular, instructional, and assessment supports they need to do their jobs well. This is the work in which the teaching and learning team is now engaged.

CONCLUSION

DCPS's development of its *Teaching and Learning Framework* and its use as a centerpiece of the larger IMPACT teacher performance management system is being watched closely. School systems across the country that need to tackle the same issues of defining instructional excellence and aligning support and accountability to it are looking to DCPS for guidance. Organizations that support public education and that are particularly focused on teacher effectiveness are watching to see if DCPS has created a viable solution to a heretofore intractable problem. And policy makers are tracking DCPS's progress, considering the implications for local, state, and federal policy.

Given all this attention, it is worth calling out some of the critical learnings from the DCPS experience that are generalizable and can inform others as they take on this work. These lessons include:

1 Tap the potential of teaching standards to create common expectations and language about instruction and to focus everyone in the system on thinking about *how* teachers teach and *why*.

Quite often, school systems have no common, system-wide understanding of what good teaching is. It is a black box that can't be explained with any consistency across the system and evaluators talk about "knowing good instruction when they see it." Without defining the standards of effective teaching, everyone in the system is at a disadvantage in their efforts to improve instruction and student learning. Teachers don't know what they are working towards. Professional development providers choose training priorities ungrounded by a common vision for effective instruction. Principals can't talk specifically and concretely about teachers' strengths and weaknesses in the context of an overarching set of performance expectations. With the introduction of the TLF, DCPS provided a vision of effective teaching around which everyone in the system could organize their work. After just a year of implementation, teachers, principals, master educators, and central office staff are talking in the language of the standards in ways that suggest a growing shared understanding of both the standards and how teaching practices in the system measure up against them.

2 Anticipate that the hardest and most important part of a teacher performance management system is helping teachers improve their practice.

Jason Kamras described the initial goal of IMPACT as identifying teachers along a performance spectrum and differentiating their treatment. The treatment of teachers at the high and low ends of the spectrum is the easiest to see initially as the system built a new compensation system to reward high performers and pursue dismissal of low performers.

With 82 percent of DC's teacher workforce evaluated in the other two performance categories – Minimally Effective or Effective – the questions the system now needs to answer are: How can it support these teachers to improve? What are the curricular, assessment, and professional development support teachers need to improve? How can teachers'

work in schools be organized to support their continuous learning? What is the role of principals, coaches, and other personnel to support teacher learning and development?

For school systems whose evaluation systems have been either nonexistent or fundamentally broken for decades, developing a robust evaluation system is a tremendous accomplishment. Yet it is the first step in creating a robust performance management system. The next step is to imagine what a system looks like that is focused on high expectations for teacher performance and supporting teachers to continually improve their practice and be excellent. Creating a support system in conjunction with new teaching standards and evaluation systems has the potential to catapult both teacher and student performance. It requires vision and a willingness to put everything on the table.

3 Consider the trade-offs associated with introducing teaching standards and an aligned evaluation system simultaneously as compared to sequentially.

DCPS linked TLF and evaluation to get teachers' and principals' attention. From the initial introduction of the standards, teachers knew the stakes attached to them and paid attention. Teacher conversation tended to focus on IMPACT and accountability rather than TLF as they fixated on the evaluation process. DCPS's approach highlighted accountability and allowed the system to both celebrate excellent teachers and dismiss poor performers at the end of the first year of implementation.

The introduction of the framework has led to more focused and explicit conversations about instruction among teachers, principals, and everyone whose job it is to support them in implementing the framework and IMPACT. There is less evidence of deep and nuanced conversations about the standards, the interplay between them, how teachers can use them to improve their practice, and how principals can support that work. This may be a function of the fact that the system is in the early stage of implementation and is working to deepen what, for many, may be a fairly superficial awareness level of the standards. It may also be the result of people feeling such pressure that they just want to know what to do to get a rating of 3 or 4 in a particular standard.

Decisions about the pace and sequence of implementation are deeply contextual and there is no empirical "right way." The challenge is to simultaneously create a sense of urgency and the conditions needed to engage teachers and principals in the work of deeply and consistently examining and refining teaching. Disequilibrium is important to drive changes in behavior and meaningful learning. The trick is to create just enough disequilibrium to drive productive improvement without creating so much that the intended change is subverted.

4 Understand that building a robust teacher performance management system is going to require the continuous development of organization capacity.

Effectively implementing teaching standards requires training teachers and evaluators on the standards, building the infrastructure to capture the evaluation data, developing accountability mechanisms, and creating checks and balances to ensure consistency in application. DCPS's work illustrates that these needs can be anticipated, the system

can build the needed capacity to do this work, and doing these things is an enormous undertaking.

DCPS's experience also suggests that as systems pursue this work they will unearth significant, systemic issues of misalignment, insufficient capacity, and quite simply a lack of knowledge about how to do new work. In DCPS, the introduction of TLF and IMPACT made clear the need for better-aligned support for teachers and principals, the need for a system-wide curriculum and a system of interim assessments. The curriculum and assessment issues are complicated and labor-intensive, and get at the system's core teaching and learning work. TLF and IMPACT highlighted these problems and forced the system to take notice. While it is not possible to fully anticipate all the implications of new teaching standards and an aligned evaluation system, it is wise to expect that there will be many, to try to anticipate them, and wherever possible to begin to organize to address them.

5 Think strategically about organizing the system to drive the design and implementation of teaching standards, the associated evaluation system, and the related supports.

DCPS's new Office of Human Capital, which reports directly to the chancellor, is responsible for implementing IMPACT and IMPACT*plus*. It was a strategic decision to create a division free of organizational baggage to drive innovation. The Office of Human Capital is described as a "dynamic, fast-moving department that is constantly evolving its work, making decisions at midnight that are put in place the next day." The department faced the simultaneous challenge and opportunity of building and implementing IMPACT and IMPACT*plus* from whole cloth in a very short period of time. It was surely daunting and they accomplished a lot.

The Department of Teaching and Learning, which created the framework on which IMPACT and IMPACT*plus* were built, sits deep in the organizational bureaucracy and is encumbered by well-established systems, structures, and past practices. In addition to the framework, the department is also responsible for the district's curriculum, instructional and assessment infrastructure, and the supervision of principals. The pace of the Department of Teaching and Learning was described as "very different" from the pace of Human Capital.

With the teaching standards set, Teaching and Learning faces the challenge of shedding old ways of doing work to address enormous pedagogical, content knowledge, coaching, and professional development needs surfaced by the introduction of the framework and IMPACT. The need to revamp an existing teaching and learning infrastructure to support teacher development in alignment to teaching standards is a dilemma most districts that embark on this work will face.

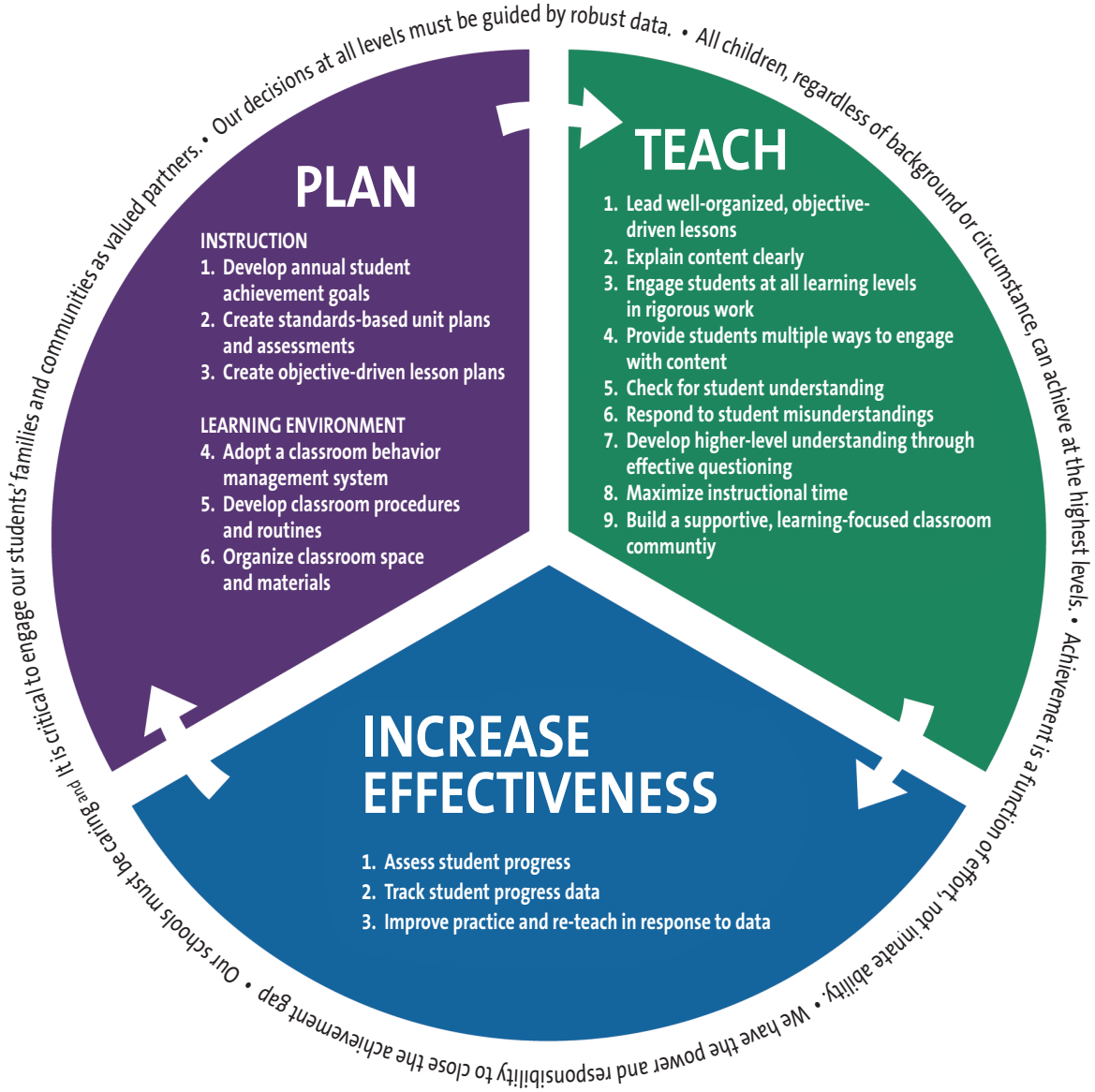
DCPS's experience raises important questions about how school districts organize to both design and implement new performance management systems: Does a new department, unencumbered by history and the bureaucracy, need to be created to drive this effort? If so, what is the scope of its authority and how can it be leveraged to support deep, systemic change required in other departments? How many departments are involved in the work? What are the levels of capacity, flexibility and autonomy of

each? What is the level of collaboration between the departments required for success? How are rewards and incentives for the departments organized to discourage departments working as a series of silos and to support the performance management work? What are going to be the hardest parts of designing and implementing a performance management system and how can we organize in anticipation of them? These questions help the system anticipate the centrifugal force of a bureaucracy and organize the work to counteract it; this is crucial to long-term, systemic change.

The work DCPS has undertaken in introducing the TLF and IMPACT is broad in its reach. The results realized at the end of Year One are promising. They speak to the potential of this initiative to fundamentally alter what it means to be an effective teacher in DCPS and to raise the quality of instruction and student achievement. There is much to be learned from DCPS's work and its role as a frontrunner in redefining teaching standards and evaluation, long the Achilles' heel of public education. The highest compliment school systems embarking on this work can pay DCPS is to learn from its efforts and then refine and increase the sophistication of this nascent work.

APPENDIX A:

DCPS *Teaching and Learning Framework* 2.0



APPENDIX B: TLF RUBRIC (EXCERPTS)

Teaching and Learning Framework (TLF) Rubric: Plan

Note: In 2009-2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

	LEVEL 4 (HIGHEST)	LEVEL 3
TLF P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS		
TLF P1A	Teacher develops an **ambitious and measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards.	Teacher develops a **measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards.
TLF P1B	**All or nearly all** students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	**Most** students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
TLF P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS		
TLF P2A	Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **creating** well-designed assessments before each unit begins ("beginning with the end in mind"); and 4) **allocating** an instructionally appropriate amount of time for each unit.	Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; and 3) **creating** well-designed assessments before each unit begins ("beginning with the end in mind").
TLF P2B	For any given unit, **all or nearly all** students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, **most** students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
TLF P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS		
TLF P3	Based on the unit plan, the teacher plans daily lessons by: 1) **identifying** lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) **matching** instructional strategies to the lesson objectives; and 3) **designing** daily assessments that measure progress towards mastery.	Based on the unit plan, the teacher plans daily lessons by: 1) **identifying** lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) **matching** instructional strategies to the lesson objectives.

Each line of the rubric is assessed independently

LEVEL 2	LEVEL 1 (LOWEST)
Teacher develops a **measurable** annual student achievement goal for her/his class.	Teacher develops a **general** annual student achievement goal for her/his class **OR does not develop** a goal at all.
Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	**Less than half** of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; and 2) **articulating** well-designed essential questions for each unit.	Teacher **does not plan units by identifying** the DCPS content standards that her/his students will master in each unit **OR does not articulate** well-designed essential questions for each unit.
For any given unit, **half** of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, **less than half** of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
Based on the long-term plan, the teacher plans daily lessons by **identifying** lesson objectives that are aligned to the DCPS content standards.	Teacher has **little or no evidence** of daily lesson planning based on the DCPS content standards.

Teaching and Learning Framework (TLF) Rubric: Increase Effectiveness

Note: In 2009-2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

	LEVEL 4 (HIGHEST)	LEVEL 3
TLF IE1: ASSESS STUDENT PROGRESS		
TLF IE1	Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; 2) provides students with **multiple ways** of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with **multiple opportunities** during the unit to demonstrate mastery.	Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; and 2) provides students with **multiple ways** of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).
TLF IE2: TRACK STUDENT PROGRESS DATA		
TLF IE2	Teacher: 1) routinely **records** the student progress data gathered in IE 1; 2) **uses a system** (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) **at least half** of the students know their progress toward mastery.	Teacher: 1) routinely **records** the student progress data gathered in IE 1; and 2) **uses a system** (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.
TLF IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA		
TLF IE3	In response to IE 2, the teacher: 1) **re-teaches,** as appropriate; 2) **modifies long-term plans,** as appropriate; and 3) **modifies practice,** as appropriate.	In response to IE 2, the teacher: 1) **re-teaches,** as appropriate; and 2) **modifies long-term plans,** as appropriate.

Each line of the rubric is assessed independently

LEVEL 2	LEVEL 1 (LOWEST)
Teacher routinely **uses assessments** to measure student mastery of content standards.	Teacher **does not routinely use assessments** to measure student mastery of content standards.
Teacher routinely **records** the student progress data gathered in IE 1.	Teacher **does not routinely record** student progress data gathered in IE 1.
In response to IE 2, the teacher **re-teaches,** as appropriate.	Teacher **does not re-teach.**

ABOUT THE AUTHOR

Rachel Curtis works with school systems, foundations, and education policy organizations on teacher and principal human capital issues. In 2006, as assistant superintendent of the Boston Public Schools, she developed the system's teaching standards and aligned new teacher induction support and teacher evaluation to them. Her publications include the books *Teaching Talent, Strategy in Action,* and *The Skillful Leader II.*

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