Special Education Teachers – Early Childhood Education

IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

**2012
2013**

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

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Dear Educators,

The 2012–2013 school year represents a pivotal juncture for DC Public Schools. Last spring, Mayor Gray and I introduced *A Capital Commitment,* our ambitious plan to dramatically accelerate student achievement in the district over the next five years by providing all of our students with a safe, academically challenging, and inspiring learning experience.

I deeply believe that it will be **you** — the educators working in our schools — who will lead us on the path to realizing the bold goals that we have set out to achieve by 2017.

But five years is a very short amount of time, and these goals will only become reality if we make meaningful changes to the way we've done things in the past.

That is why this year, we are introducing the 2012–2013 version of IMPACT which has been designed to:

CAPITAL COMMITMENT GOALS

1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.

2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.

3. At least 75% of incoming ninth graders will graduate from high school in four years.

4. 90% of students will say they like their school.

5. We will continue to increase student enrollment.

Raise the expectations for school leaders, teachers, and staff. Three years of IMPACT data, along with extensive feedback from school leaders, educators, and senior district staff, tell us that our definition of effectiveness needs to be more rigorous. I have two children in DCPS, as do many of you, and I strongly believe that our mandate is to ensure that we would be proud to put our own children in any one of DCPS's 3,500 classrooms. But we aren't there yet. Beginning this year, educators will need to earn a final IMPACT score of 300 or higher in order to be considered Effective.* We have introduced a new rating, Developing, for educators who earn final scores between 250 and 299.

Differentiate to recognize strong performers. This year's IMPACT system focuses on treating teachers like professionals by recognizing more of the district's high performers — both Effective and Highly Effective teachers. For example, teachers who have consistently earned scores of 300 and above will be eligible for reduced observations and increases to their base salaries. And through the district's new Leadership Initiative For Teachers (LIFT) career ladder, strong teachers will now have more opportunities to grow in leadership, responsibility, and compensation. This differentiation reflects our belief that teachers at different performance and experience levels deserve different types of feedback, support, and recognition.

Allow teachers to drop low outlier observation scores. For any number of reasons — a lesson that just didn't go very well, a first attempt at a new teaching strategy, a last minute change to the daily schedule — sometimes teachers have an observation score that is significantly lower than their other scores. This year, if you receive an observation score that is a full point lower than the average of your other scores, the low score will be dropped from your final IMPACT rating. We hope that this change will cause teachers to feel less pressure around their observations and more freedom to try new things.

See the Putting It All Together section for more information about the revised 2012–2013 IMPACT ratings.

Reduce the weight of Individual Value-Added Student Achievement Data. In response to feedback from teachers collected over the past years, we are reducing the weight of the Individual Value-Added Student Achievement Data component for Group 1 teachers from 50% to 35%. While we believe strongly that value-added is the fairest and most accurate method of capturing a teacher's impact on student achievement, we recognize that this measure does not reflect everything your students have learned.

Therefore, Group 1 teachers will now have Teacher-Assessed Student Achievement Data as part of their final rating, allowing these teachers to capture student learning that is not reflected by DC-CAS results and keeping the student achievement portion of their overall IMPACT score at 50%. We have also removed the School Value-Added Student Achievement Data component because we believe that collaboration is adequately captured in Commitment to the School Community.

Support your development in new ways. While IMPACT now brings higher expectations, it also brings expanded opportunities for support. This year, teachers will receive an *informal* administrator observation to replace one formal observation; the feedback from the informal observation is purely to support your development, and the score will not count toward your final IMPACT rating. Teachers will continue to participate in the instructional coaching learning cycles that were a great success last year, and teachers in our 40 lowest-performing schools will receive intensive support from a cohort of master educators. We will also introduce a broad array of TLF resources, student survey materials, and sample TAS assessments — all housed online so that teachers, coaches, and administrators can access them easily.

IMPACT is just one district initiative that will see significant changes this school year; you will see *A Capital Commitment* driving everything that we do for the next five years as we work toward goals for our students that are ambitious — but absolutely achievable. I am honored to work alongside you as we pursue these goals with urgency and optimism.

Sincerely,

Kaya Henderson
Chancellor, District of Columbia Public Schools

A CAPITAL COMMITMENT

Strategic Plan 2017   DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.

- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at http://impactdcps.dc.gov.

- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.

- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.

- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

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

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

Michael DeAngelis

Bel Perez Gabilondo

Michael DeAngelis
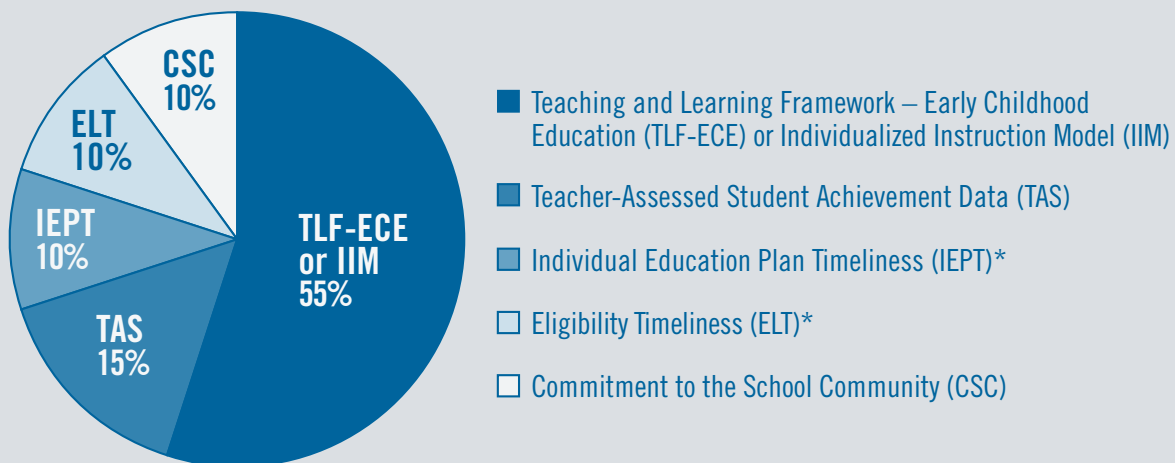
Who is in Group 3b?

Group 3b consists of all special education teachers of preschool, pre-kindergarten, and kindergarten classes except those who teach autism classes. Those teachers are in Group 3a.

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

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

- **Teaching and Learning Framework – Early Childhood Education (TLF-ECE) or Individualized Instruction Model (IIM)** — These are both measures of your instructional expertise. Observers will use the Individualized Instruction Model when assessing a teacher who is supporting students while another teacher leads whole-class instruction. This component makes up 55% of your IMPACT score.

- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. This component makes up 15% of your IMPACT score.

- **Individual Education Plan Timeliness (IEPT)** — This is a measure of the extent to which you renew the IEPs for the students on your caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.

- **Eligibility Timeliness (ELT)** — This is a measure of the extent to which the special education eligibility process required for the students on your caseload is completed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.

- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.

- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 3b

TLF-ECE or IIM 55%

TAS 15%

IEPT 10%

ELT 10%

CSC 10%

- ■ Teaching and Learning Framework — Early Childhood Education (TLF-ECE) or Individualized Instruction Model (IIM)
- ■ Teacher-Assessed Student Achievement Data (TAS)
- ■ Individual Education Plan Timeliness (IEPT)*
- ☐ Eligibility Timeliness (ELT)*
- ☐ Commitment to the School Community (CSC)

In the event that this component cannot be scored, the Teaching and Learning Framework — Early Childhood Education (TLF-ECE) component will expand to replace this portion of the pie.

What is the Teaching and Learning Framework – Early Childhood Education?

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

Why do we need a Teaching and Learning Framework – Early Childhood Education?

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

This adaptation of the framework was developed for early childhood education in response to feedback from teachers, administrators, and master educators requesting more specific guidance tailored to this distinct developmental phase. Feedback indicated that it would be especially helpful to have additional clarity on best practices during certain parts of the early childhood day, such as group meetings and center time.

Who developed the Teaching and Learning Framework – Early Childhood Education?

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

The development of the early childhood education adaptation during the 2010–2011 school year was also a collaborative effort — master educators and staff members from the Office of Early Childhood Education developed the content, and teachers and school leaders provided input during the revision process.

- California's *Standards for the Teaching Profession*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teachers*

- Colorado's *Performance Based Standards*
- Connecticut's *Common Core of Teaching*
- Doug Reeves' *Unwrapping the Standards*
- Grant Wiggins & Jay McTighe's *Understanding by Design*
- Insight Education Group's *Strategic Design for Student Achievement*
- Martin Haberman's *Star Teacher*
- Massachusetts' *Principles for Effective Teaching*
- Mike Schmoker's *Results Now*
- National Board's *Professional Teaching Standards*
- New Teacher Center's *Developmental Continuum*
- New York State's *Teacher Certification Framework*
- North Star Academy's *Teacher Evaluation Rubric*
- Research for Better Teaching's *Skillful Teacher*
- Robert Marzano's *Classroom Instruction that Works*
- Robert Pianta's *Classroom Assessment Scoring System*
- Teach for America's *Teaching as Leadership*
- Texas' *TxBess Framework*

How is the Teaching and Learning Framework – Early Childhood Education different from the original framework?
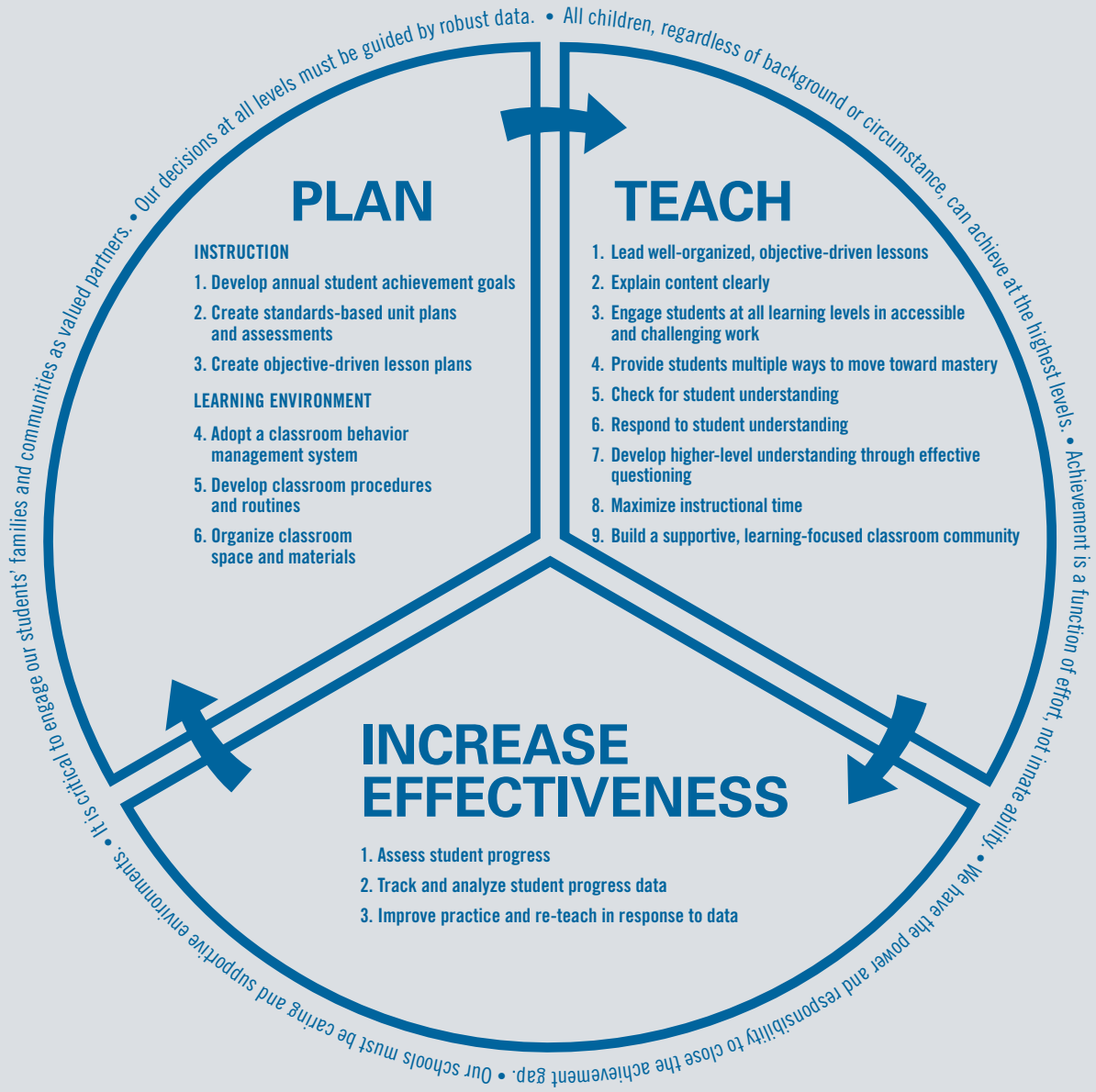
All nine Teach standards are the same. However, the rubric language has been revised to better reflect best practices in early childhood education settings, and for selected Teach standards, specific descriptors for effective group meetings and centers have been added.

What was the process for developing revisions to the Teaching and Learning Framework – Early Childhood Education over the past school year?

Our revision process for the general Teaching and Learning Framework involved gathering feedback from a wide array of teachers, administrators, instructional coaches, and master educators.* Throughout the process, they provided input,

* *The master educator program is explained later in this section.*

TEACHING AND LEARNING FRAMEWORK

Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • It's critical to engage our students' families and communities as valued partners.

PLAN

INSTRUCTION

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

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 accessible and challenging work
4. Provide students multiple ways to move toward mastery
5. Check for student understanding
6. Respond to student understanding
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 and analyze student progress data
3. Improve practice and re-teach in response to data

reviewed drafts, and helped us further refine the text. During an extensive field test, the revisions were used to assess nearly 100 lessons in DCPS classrooms across all grade levels and content areas, and educators provided feedback that informed additional improvements to the text. We are deeply grateful to all of the educators who committed their time and energy to this process.

We then worked with administrators, master educators, and central office staff members in the Office of Early Childhood Education to translate those revisions for the TLF-ECE, revise the Montessori and Tools of the Mind notes, and complete a field test in early childhood classrooms.

How has the Teaching and Learning Framework – Early Childhood Education changed?

We recognize that stability and consistent expectations are important, so this year's framework includes the same nine teaching standards and much of the same content.

At the same time, we are committed to continually improving the tool to make it clearer, fairer, and more reflective of best practice. To that end, we have made a number of minor revisions described below.

- **The revised framework includes clearer descriptions of Level 4 practice.** In order to provide a more consistent description of what Highly Effective practice looks like, Level 4 is now structured in the same way as the other levels. In the previous version of the rubric, a teacher needed to demonstrate "nearly all of the evidence listed under Level 3," plus some Level 4 evidence in order to earn an overall score of Level 4 for a particular Teach standard. Now, Level 4 descriptions are comprehensive; we use the same guidance that is used for the other three levels: "The following best describes." This means that, as with the other levels, the Level 4 indicators must best describe your practice in order for you to receive a Highly Effective score for a given Teach standard. This change will help to improve the consistency of scores that administrators and master educators give.

- **The revised framework eliminates some elements that teachers found frustrating.** Over the course of the past two school years, some parts of the rubric emerged as points

of frustration among teachers. In some cases, we simply removed this language. In other cases, we revised the language. For example, we removed "specific, measurable, and aligned to standards" from Teach 1 to simplify the definition and more clearly emphasize the most important aspects of an effective objective — it is clear to students and conveys what students are learning and will be able to do as a result of the lesson. These revisions will help observers to be even more consistent in assessing teacher practice.

- **The revised framework is more streamlined.** Many teachers and principals told us that the framework assessed certain skills in multiple places, such as a teacher's effectiveness in making adjustments to instruction during the lesson. In the revised framework, we have reduced these instances of overlap. For example, the teacher's ability to adjust, previously measured in Teach 2, Teach 5, and Teach 6, is now measured only in Teach 6. Some instances of overlap remain in order to emphasize the elements of instruction that research shows are most important to student achievement. For example, a teacher might receive credit under Teach 3 and Teach 7 for posing a complex task that challenges students at different levels and develops students' higher-level understanding.

- **The revised framework has the same nine Teach standards, but the names of three standards have been changed slightly.** Small revisions have been made to the names of Teach 3, Teach 4, and Teach 6 in order to more accurately reflect what each standard assesses. For example, Teach 4 is now called Provide Multiple Ways to Move Students Toward Mastery in order to more clearly reflect this standard's focus on student understanding.

How will the Teach standards be assessed in the revised framework?

Just as with the previous version of the framework, this revised framework provides for a holistic approach to assessment. For each standard, it asks observers to assess which level (4, 3, 2, or 1) provides the best *overall* description of the teacher's practice. To determine a rating for a particular Teach standard, an observer will consider each row of the standard and determine whether the Level 4, 3, 2 or 1 indicator (or bullet point) best describes the teacher's practice.

When there is no clear level that best describes the lesson (e.g., when the indicators that best describe the teacher's practice are spread across Levels 1 through 4 of the rubric), the observer will consider the depth, duration, and frequency of teacher practice associated with each indicator in order to arrive at a final score.

How can I learn more about the revisions to the Teaching and Learning Framework – Early Childhood Education?

An online module that provides a more in-depth explanation and rationale for the revisions to the general Teaching and Learning Framework, as well as concrete strategies for applying effective practices in your classroom, is available on the Educator Portal. In the coming year, additional resources that focus specifically on the TLF-ECE and provide guidance for Tools of the Mind classrooms will also be available.

How will my proficiency in the Teaching and Learning Framework – Early Childhood Education be assessed?

Your proficiency will be assessed through formal classroom observations according to the rubric at the conclusion of this section. Formal observations will be conducted by administrators (principals or assistant principals) and by impartial, third party observers called master educators.

Will I be assessed on the entire Teaching and Learning Framework – Early Childhood Education this year?

No. We are only assessing teachers on the Teach domain during the 2012–2013 school year.

What is a master educator?

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

Where did the idea for the master educators come from?

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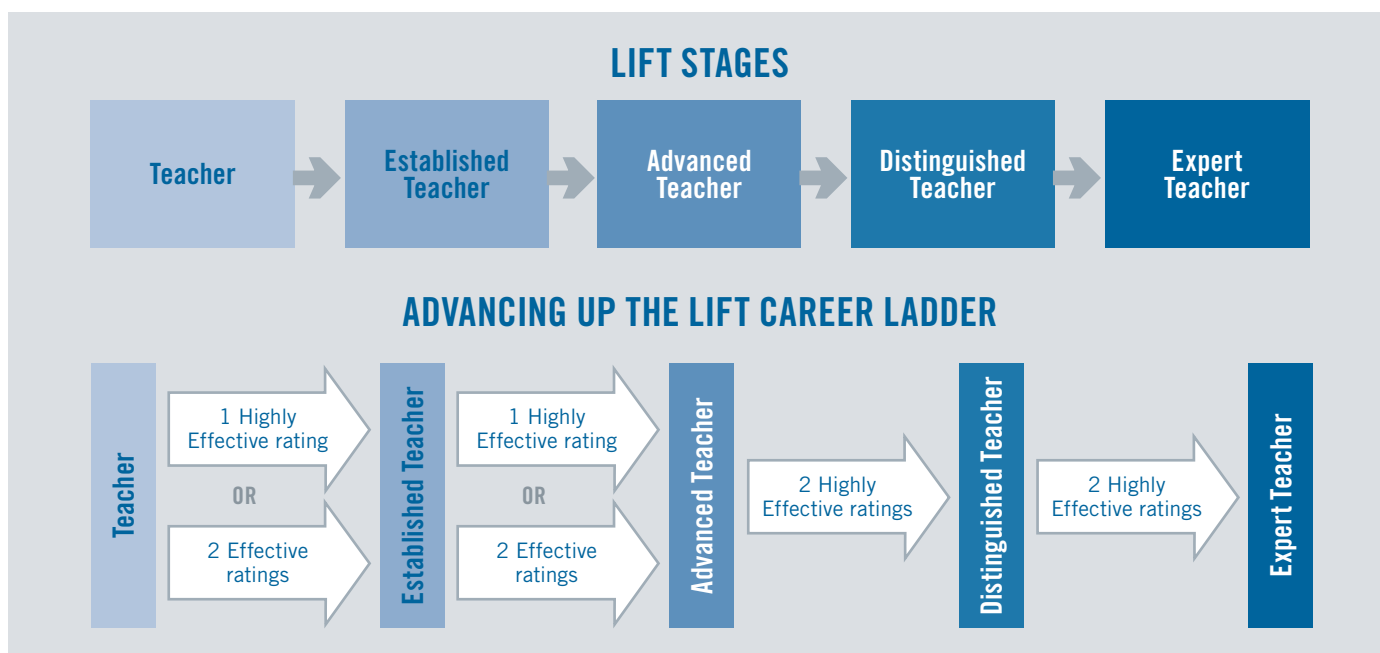

Michael DeAngelis

How many formal observations will I have?

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

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

LIFT STAGES

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

ADVANCING UP THE LIFT CAREER LADDER

Teacher	1 Highly Effective rating OR 2 Effective ratings	Established Teacher	1 Highly Effective rating OR 2 Effective ratings	Advanced Teacher	2 Highly Effective ratings	Distinguished Teacher	2 Highly Effective ratings	Expert Teacher

Please note that beginning in the 2012–2013 school year, an Effective IMPACT rating will be defined as a score between 300 and 349.

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

† Informal observations are explained later in this section.

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TLF-ECE

TEACHER STAGE

How many observations will teachers at the Teacher stage recieve?

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

TEACHER OBSERVATION CYCLES

SEPT 17	DEC 20	MAR 1	JUNE 10
ADMIN INFORMAL (FULL)	ADMIN FORMAL		ADMIN FORMAL
ME FORMAL		ME FORMAL	
FEB 15			

During Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by December 20, and a formal master educator observation will take place between January 7 and February 15.

ESTABLISHED TEACHER STAGE

How many observations will teachers at the Established Teacher stage recieve?

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

TEACHER OBSERVATION CYCLES

SEPT 17	DEC 20	MAR 1	JUNE 10
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)		ADMIN FORMAL
ME FORMAL		ME FORMAL	
FEB 15			

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

ADVANCED TEACHER STAGE

How many observations will teachers at the Advanced Teacher stage recieve?

Teachers at the Advanced Teacher stage will receive **at least three formal observations.** Two of these observations will take place by **December 20:** one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive her or his second master educator observation. All teachers at this stage will also receive an **informal** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

TEACHER OBSERVATION CYCLES

SEPT 17	DEC 20	MAR 1	JUNE 10
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)		ADMIN FORMAL
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS MAY WAIVE)		

DISTINGUISHED TEACHER STAGE

How many observations will teachers at the Distinguished Teacher stage recieve?

Teachers at the Distinguished Teacher stage will receive **at least two formal observations.** Two of these observations will take place by **December 20:** one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive her or his second administrator observation and second master educator observation. (Eligible Distinguished teachers may choose to waive both their administrator and master educator observations, or just their master educator observation.)

TEACHER OBSERVATION CYCLES

SEPT 17	DEC 20	JUNE 10
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS MAY WAIVE)	
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS MAY WAIVE)	

EXPERT TEACHER STAGE

How many observations will teachers at the Expert Teacher stage recieve?

Teachers at the Expert Teacher stage will receive **at least one formal observation.** This observation will take place by **December 20** and will be conducted by an administrator. If the score on this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive her or his two remaining observations: one by an administrator and one by a master educator. (Eligible Expert teachers may choose to waive both their administrator and master educator observations, or just their master educator observation.)

TEACHER OBSERVATION CYCLES

SEPT 17	DEC 20	JUNE 10
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS MAY WAIVE)	
	ME FORMAL (ELIGIBLE TEACHERS MAY WAIVE)	

When will my formal observations occur?

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

Will the formal observations be announced or unannounced?

This year, we have replaced the announced administrator observation with an *informal* observation. Therefore, all formal observations will be unannounced.

How long will the formal observations last?

Each formal observation will last at least 30 minutes.

Can I provide my master educator with additional information about my class?

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

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

Will there be a conference after the formal observations?

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

Will I receive written feedback based on my formal observations?

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

How will my formal observations be scored?

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

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

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

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

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

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

The average of these scores equals 3.5

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

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

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

What is an informal observation?

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

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

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

May I request additional informal observations?

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

SAMPLE SCORE CHART: **ESTABLISHED TEACHER**
TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION (TLF-ECE)

TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION (TLF-ECE)	ADMIN CYCLE ENDS 12/20	ADMIN CYCLE ENDS 6/10	ME CYCLE ENDS 2/15	ME CYCLE ENDS 6/10	OVERALL (Average of Cycles)
TLF-ECE SCORE *(Average of Teach 1 to Teach 9)*	3.7	3.8	3.7	3.8	3.8
Teach 1: Lead Well-Organized Objective-Driven Lessons	3.0	4.0	4.0	4.0	
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	
Teach 3: Engage Students at all Learning Levels	4.0	4.0	4.0	4.0	
Teach 4: Provide Students Multiple Ways to Move Toward Mastery	3.0	4.0	3.0	4.0	
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	
Teach 6: Respond to Student Understanding	4.0	3.0	4.0	4.0	
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	4.0	
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	3.0	

If I have additional questions about the Teaching and Learning Framework – Early Childhood Education, whom should I contact?

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

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

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

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

TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION (TLF-ECE)

GUIDANCE IN ASSESSING THIS STANDARD: Teach 1 includes three separate sections: whole group or small group lessons with a distinct objective, group meetings, and center time. To assign a rating, observers should refer to the section that best applies to the instruction that is observed. If two different lessons or activities are observed (e.g., morning meeting, followed by center time), the observer should average the scores appropriately based on how much time in each lesson or activity is observed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 1	**LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS** (During whole group or small group lessons with a distinct objective)	
	Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.
	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. The teacher also actively and effectively engages students in connecting the lesson to broader classroom themes, studies, or investigations.	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. For example, students might demonstrate through their actions or work products that they understand what they are learning and doing, or students might explain what they are doing, as appropriate to their developmental levels.
	All or almost all students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them. Older students, including kindergarten students, may authentically explain why what they are learning is important.	Most students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them.

Notes:

1. This standard assesses two equally important aspects of a lesson: It is well-organized and objective-driven. Because only one row assesses the extent to which the lesson is well-organized, while two rows assess the extent to which it is objective-driven, more weight should be given to the first row (well-organized) to determine an overall score for Teach 1.

2. Early childhood students might not explain what they are learning or why it is important using the same terms that the teacher would use to state the objective and its importance. For example, while the teacher's objective for a center that includes a sand table might be specific and focused on a discrete academic goal or fine motor skill, students might say they are "playing with sand." This is a developmentally appropriate way for children to understand their work.

3. In some cases, it is not appropriate to state an objective for a lesson. For example, this might be true in an inquiry-based lesson or in a class that uses a Montessori or Reggio Emilia model. In these cases, observers should assess the teacher based on whether students are engaged in work that moves them toward mastery of the objective, even if this is not stated to students.

Tools of the Mind Note:

1. Tools of the Mind lessons are designed so that the teacher may work on different objectives for individual students. For example, during a Graphics Practice lesson, most of the students should be working on following multi-step directions and pre-writing strokes, but some students might be working on the physical self-regulation objective of being able to inhibit their actions, as evidenced by being able to start and stop making a mark on their boards with a musical cue.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The lesson is somewhat organized: Some parts of the lesson are not closely connected to each other or aligned to the objective, or some parts do not significantly move students toward mastery of the objective.	The lesson is generally disorganized: Parts of the lesson have no connection to each other, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly move students toward mastery of the objective.
The objective of the lesson is clear to some students and conveys what students are learning and what they will be able to do as a result of the lesson, but it is not clear to others. For example, the teacher might state the objective, but students' actions or work products suggest that not all students understand what they are learning or what they will be able to do as a result of the lesson.	The objective of the lesson is not clear to students or does not convey what students are learning or what they will be able to do as a result of the lesson. For example, students might be unclear or confused about what they are learning and doing, or the objective stated or posted might not connect to the lesson taught.
Some students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them.	Few or no students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them.

Montessori Note:

1. In a Montessori classroom, every lesson has multiple objectives. For example, the objective of the knobbed cylinder blocks is to refine students' discrimination of incremental differences in size. The indirect objectives of this activity, however, are to focus students' attention, create control of movement, practice self-control, and emphasize a left-to-right concept in preparation for reading and writing. As a result, students might not use the materials exactly as demonstrated by the teacher. In these cases, observers should asses the extent to which students are using the materials meaningfully and purposefully.

TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION (TLF-ECE)

GUIDANCE IN ASSESSING THIS STANDARD: Teach 1 includes three separate sections: whole group or small group lessons with a distinct objective, group meetings, and center time. To assign a rating, observers should refer to the section that best applies to the instruction that is observed. If two different lessons or activities are observed (e.g., morning meeting, followed by center time), the observer should average the scores appropriately based on how much time in each lesson or activity is observed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 1	**LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS** (During a group meeting)	
	Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
	The teacher implements the meeting in a way that is purposeful and intentional, such that there is a clear purpose to the meeting. Students also assume some responsibility for the components of the meeting in a significant and meaningful way.	The teacher implements the meeting in a way that is purposeful and intentional, such that there is a clear purpose to the meeting.
	All or almost all students demonstrate through their attention to or excitement about the content of the meeting that the meeting is important to them.	Most students demonstrate through their attention to or excitement about the content of the meeting that the meeting is important to them.
	The teacher authentically and effectively embeds a variety of developmental objectives into the meeting (e.g., language, cognitive, and socio-emotional skills and concepts). The teacher also makes connections between the topics of discussion and broader classroom themes, projects, studies, and investigations, and guides the students in making these connections independently, as appropriate to their developmental levels.	The teacher authentically and effectively embeds a variety of developmental objectives into the meeting (e.g., language, cognitive, and socio-emotional skills and concepts).
	The teacher facilitates the meeting in a way that effectively promotes a strong sense of community.	The teacher facilitates the meeting in a way that effectively promotes a strong sense of community. For example, students might have opportunities to greet one another, discuss shared experiences, plan together, sing, and otherwise enjoy each other's company.
	During morning meeting, students are actively engaged in discussing and planning for the day.	During morning meeting, students are actively engaged in discussing and planning for the day.

Note:

1. Examples of group meetings include morning meeting, closing meeting, or the other group meetings held during the day.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher implements the meeting in a way that is generally purposeful and intentional, but the purpose of some parts of the meeting is not clear.	The teacher implements the meeting in a way that demonstrates no clear purpose to the meeting.
Some students demonstrate through their attention to or excitement about the content of the meeting that the meeting is important to them.	Few or no students demonstrate through their attention to or excitement about the content of the meeting that the meeting is important to them.
The teacher attempts to embed a variety of developmental objectives into the meeting (e.g., language, cognitive, and socio-emotional skills and concepts), but the teacher only sometimes does so effectively.	The teacher focuses on a series of academic objectives that are taught in isolation; or, the teacher attempts to integrate a variety of developmental objectives into the meeting (e.g., language, cognitive, and socio-emotional skills and concepts), but the teacher rarely or never does so effectively.
The teacher attempts to facilitate the meeting in a way that promotes a strong sense of community, but does not always do so effectively.	The teacher does not facilitate the meeting in a way that effectively promotes a strong sense of community.
During morning meeting, the teacher may state the plan for the day, but there are limited opportunities for students to be actively engaged in discussing and planning for the day.	During morning meeting, there are few or no opportunities for students to be actively engaged in discussing and planning for the day.

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

GUIDANCE IN ASSESSING THIS STANDARD: Teach 1 includes three separate sections: whole group or small group lessons with a distinct objective, group meetings, and center time. To assign a rating, observers should refer to the section that best applies to the instruction that is observed. If two different lessons or activities are observed (e.g., morning meeting, followed by center time), the observer should average the scores appropriately based on how much time in each lesson or activity is observed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 1	**LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS** (During center time)	
	Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
	All centers are clearly defined and designed to support and promote the development of a variety of skills and objectives through play. Most centers also provide opportunities to reinforce content related to a particular theme or are designed to connect to students' lives and experiences, when appropriate.	All or almost all centers are clearly defined and designed to support and promote the development of a variety of skills and objectives through play.
	All or almost all centers are designed to foster students' sense of initiative and curiosity, active exploration of materials, and engagement with materials, peers, and adults. The teacher also authentically integrates objectives for development, learning, or academic goals into students' play in centers. For example, the teacher might encourage students to use or make signs and symbols (e.g., open/closed, stop, do not touch, be careful) within their play, record and compare their measurements, or label their drawings and paintings; or, students might demonstrate these skills independent of the teacher.	All or almost all centers are designed to foster students' sense of initiative and curiosity; active exploration of materials; and engagement with materials, peers, and adults.
	All students exhibit purposeful and sustained engagement with the materials, their peers, and/or adults as they play.	Almost all students exhibit purposeful and sustained engagement with the materials, their peers, and/or adults as they play.
	The teacher interacts with students in ways that effectively promote student learning and mastery of development goals and objectives through play.	The teacher interacts with students in ways that effectively promote student learning and mastery of development goals and objectives through play. For example, the teacher effectively promotes student learning and mastery using questioning and dialogue, and by provoking student interest and curiosity.

Notes:

1. In a kindergarten classroom at certain times of the day, it may be appropriate to have centers that are content-specific and designed to move students toward mastery of a particular objective. In these instances, centers should be assessed using the criteria for a small group lesson with a distinct objective.

2. For center time to be objective-driven, each center should be set up to support and encourage sustained engagement and learning through authentic student-initiated, and student-directed play. In order to ensure that developmental goals and objectives are being addressed in centers:

   - Each center should allow students to pursue concepts of literacy, mathematics, science, social studies, arts, and technology.
   - Each center should include materials that provoke student interest and curiosity, encourage problem-solving, and encourage students to apply skills and concepts.
   - Teachers should add items to centers that support further exploration of the curriculum and are reflective of the students and their families.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
Most centers are clearly defined and designed to support and promote the development of a variety of skills and objectives through play.	Most centers are not clearly defined and designed to support and promote the development of a variety of skills and objectives through play.
Most centers are designed to foster students' sense of initiative and curiosity; active exploration of materials; and engagement with materials, peers, and adults.	Most centers are not designed to foster students' sense of initiative and curiosity; active exploration of materials; and engagement with materials, peers, and adults.
Most students exhibit purposeful and sustained engagement with the materials, their peers, and/or adults as they play.	Most students do not exhibit purposeful and sustained engagement with the materials, their peers, and/or adults as they play.
The teacher sometimes interacts with students in ways that effectively promote student learning and mastery of developmental goals and objectives through play.	The teacher rarely or never interacts with students in ways that effectively promote student learning and mastery of developmental goals and objectives through play.

- Teachers should work and play with students in ways that promote student thinking and engagement and that encourage students to apply their skills and knowledge to their play.

3. In order for materials in centers to effectively support and promote the development of skills and objectives:

- Materials should be in good condition and vary in levels of difficulty.
- There should be enough materials for several students to work in a center at once, when appropriate, and to sustain student engagement.
- Books that are related to the theme or curriculum topic should be included in centers.
- Writing utensils and other props to prompt writing should be readily available in centers.
- New materials should be introduced to centers to accompany changes in the unit or theme.

Tools of the Mind Note:

1. In a preschool or pre-kindergarten classroom, the primary focus during centers is the development of Mature Make Believe Play (MMBP) skills. These skills include focused attention, rich language, symbolic substitution, emotional regulation, and flexibility (e.g., sharing or taking on another's perspective in play). Authentic integration of other cognitive or more traditional academic skills and objectives may be appropriate, though secondary, to the development of MMBP skills.

Montessori Note:

1. The materials in a Montessori classroom are all designed to promote students' sustained concentration, independence, and confidence through choice. The teacher should receive credit if students' independent interactions with materials, rather than the teacher's inquiry, move her or him toward mastery of developmental goals.

Examples of ways in which developmental goals and objectives can be integrated into play:

- The blocks center might support student learning in the areas of math, science, literacy, social studies, the arts, technology, and writing by providing students with opportunities to think, collaborate, plan, problem-solve, build, and write about their work. For example, students might decide to make the blocks center their "neighborhood". Students might begin by engaging in rich discussions about each of their home environments. During the following weeks, students might practice math, patterning, comparison, and spatial skills as they build buildings, houses, and other structures in the neighborhood. Finally, students might practice writing skills as they create street signs for their neighborhoods, signage for their buildings, homes, and mailboxes, and maps for their friends to get there. Books should be available to students for all aspects of this work in order to provide references, additional information, and blueprints to support student learning. Art might also be integrated throughout as students create and decorate their homes and neighborhoods.

- The dramatic play center might encourage students to develop language and social skills, math/numeracy skills, and literacy skills. For example, students might work together to create and agree upon complex play scenarios, use one-to-one correspondence to decide how many plates, napkins, and cups will be needed at the table, or use emergent writing skills to write a menu, take an order, make appointments in an appointment book, or create and use signs.

- The writing center might support student learning in the areas of math, science, literacy, social studies, the arts, technology, and writing by providing students with opportunities to build on the learning that is taking place in other centers throughout the classroom. For example, in a classroom in which students are studying neighborhoods, as described above, the writing center might provide opportunities for students to create and deliver mail, make signs (e.g., road or building signs), develop a system for numbering homes and buildings, write newspapers, create roles for themselves and their peers, and write descriptions for these roles.

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TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 2 **EXPLAIN CONTENT CLEARLY**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
In cases in which the teacher is introducing content or providing explanations, the teacher's explanations are clear, coherent, and developmentally appropriate. When the teacher is introducing content or providing explanations, the teacher also delivers explanations in as direct and efficient a manner as possible.	In cases in which the teacher is introducing content or providing explanations, the teacher's explanations are clear, coherent, and developmentally appropriate. For example, the teacher's explanations might include clear, precise definitions and specific academic language, when appropriate.
The teacher promotes language development by using a broad vocabulary, including words that may be unfamiliar to students, and by helping students develop an understanding of new and unfamiliar words. The teacher also provides students with meaningful and authentic opportunities to utilize or demonstrate understanding of new vocabulary.	The teacher promotes language development by using a broad vocabulary, including words that may be unfamiliar to students, and by helping students develop an understanding of new and unfamiliar words. For example, the teacher might provide a synonym or brief explanation, use gestures or visuals, or use unfamiliar words within a context that supports understanding.
The teacher emphasizes key points and provides explanations when necessary, such that students understand the main ideas of the content. Explanations and discussions also provoke students' interest in and excitement about the content.	The teacher emphasizes key points and provides explanations when necessary, such that students understand the main ideas of the content.
The teacher uses questioning, modeling, demonstration, and/or visuals to support verbal explanations; or, when appropriate, the teacher uses these techniques in place of verbal explanations to effectively build student understanding.	The teacher uses questioning, modeling, demonstration, and/or visuals to support verbal explanations; or, when appropriate, the teacher uses these techniques in place of verbal explanations to effectively build student understanding.
Students show that they understand the explanations. When appropriate, concepts also are explained in a way that actively and effectively involves students in the learning process. For example, students have opportunities to explain concepts to each other.	Students show that they understand the explanations. For example, their verbal or written responses, dialogue, questions, or level of participation indicate understanding.
The teacher engages in meaningful, in-depth verbal exchanges with students, as appropriate throughout the day.	The teacher engages in meaningful, in-depth verbal exchanges with students, as appropriate throughout the day. For example, the teacher might ask questions about students' work and play, pose problems, make suggestions, identify what s/he has noticed or observed, make thoughtful comments that encourage students to think more deeply about their work and play, or encourage students to describe their work and ideas.
The teacher makes connections with students' prior knowledge, experiences, or interests to effectively build student understanding. Some students also make connections independently, as developmentally appropriate.	The teacher makes connections with students' prior knowledge, experiences, or interests to effectively build student understanding.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
In cases in which the teacher is introducing content or providing explanations, the teacher's explanations are generally clear, coherent, and developmentally appropriate, with a few exceptions.	In cases in which the teacher is introducing content or providing explanations, the teacher's explanations are generally unclear, incoherent, or developmentally inappropriate.
The teacher sometimes promotes language development by using a broad vocabulary, including words that may be unfamiliar to students, and by helping students develop an understanding of new and unfamiliar words.	The teacher rarely or never promotes language development by using a broad vocabulary, including words that may be unfamiliar to students, and by helping students develop an understanding of new and unfamiliar words.
The teacher only sometimes emphasizes key points or provides explanations when necessary, such that students are sometimes unclear about the main ideas of the content.	The teacher rarely or never emphasizes key points or provides explanations when necessary, such that students are often unclear about the main ideas of the content.
The teacher uses questioning, modeling, demonstration, and/or visuals to support verbal explanations; or, when appropriate, the teacher uses these techniques in place of verbal explanations, but these techniques are only sometimes effective in building student understanding.	The teacher does not use questioning, modeling, demonstration, and/or visuals when appropriate to build student understanding; or, the teacher's attempts to build student understanding using these techniques are ineffective.
Students generally show that they understand explanations, but at times their verbal or written responses, dialogue, questions, or level of participation suggest that explanations have not been entirely effective.	Students show that they are confused by the explanations, or students are frustrated or disengaged because of unclear explanations.
The teacher sometimes engages in meaningful, in-depth verbal exchanges with students, as appropriate throughout the day.	The teacher rarely or never engages in meaningful, in-depth verbal exchanges with students, as appropriate throughout the day.
The teacher sometimes makes connections with students' prior knowledge, experiences, or interests, but connections are not entirely effective at building student understanding.	The teacher rarely or never makes connections with students' prior knowledge, experiences, or interests; or, connections are ineffective at building student understanding.

Note:

1. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should receive a Level 1 for this standard.

Montessori Note:

1. Many Montessori lessons, especially for new and very young students, do not involve verbal explanations. Instead, the teacher might use modeling to explain a concept. The teacher should be assessed based on her or his effectiveness at explaining content as demonstrated through physical modeling as well as verbal instruction.

Michael DeAngelis

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 3 **ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher makes the lesson, activity, or experience accessible to all students. There is evidence that the teacher knows each student's level and ensures that the lesson, activity, or experience meets all students where they are.	The teacher makes the lesson, activity, or experience accessible to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson, activity, or experience meets almost all students where they are. For example, when appropriate, the teacher might differentiate content, process, or product in order to ensure that students are able to access the lesson.
The teacher makes the lesson, activity, or experience challenging to all students. There is evidence that the teacher knows each student's level and ensures that the lesson, activity, or experience pushes all students forward from where they are. During centers, the teacher also continually supports students' engagement in more complex or mature levels of play.	The teacher makes the lesson, activity, or experience challenging to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson, activity, or experience pushes almost all students forward from where they are. For example, when appropriate, the teacher might differentiate content, process, or product in order to ensure that all students are challenged by the lesson.
There is an appropriate balance between teacher-directed instruction and student-centered and student-initiated learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	There is an appropriate balance between teacher-directed instruction and student-centered and student-initiated learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.
To make centers accessible and challenging to students, all or almost all centers include materials that target a variety of developmental and skill levels, and reflect students' unique interests, experiences, and cultures as appropriate. All or almost all students also are engaged in work or play that promotes development and use of new skills, concepts, and meaningful interactions with peers.	To make centers accessible and challenging to students, all or almost all centers include materials that target a variety of developmental and skill levels, and reflect students' unique interests, experiences, and cultures as appropriate.
The teacher differentiates her/his interactions with students based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess.	The teacher differentiates her/his interactions with students based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess. For example, the teacher might ask questions to encourage students to use more complex language, solve problems, apply skills, or make connections between their play and other content areas or experiences.
The teacher effectively provides meaningful opportunities for students to plan their play through discussion, writing, or drawing. The teacher also provides meaningful opportunities for students to engage in reflecting on and documenting their play experiences.*	The teacher provides meaningful opportunities for students to plan their play through discussion, writing, or drawing.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
The teacher makes the lesson, activity, or experience accessible to most students, but some students may not be able to access certain parts of the lesson, activity, or experience.	The lesson, activity, or experience is not accessible to most students.
The teacher makes the lesson, activity, or experience challenging to most students, but some students may not be challenged by certain parts of the lesson, activity, or experience.	The lesson, activity, or experience is not challenging to most students.
There is some balance between teacher-directed and student-centered and student-initiated learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work time before receiving appropriate instruction.	There is an inappropriate balance between teacher-directed and student-centered and student-initiated learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher-directed; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction.
To make centers accessible and challenging to students, most centers include materials that target a variety of developmental and skill levels, and reflect students' unique interests, experiences, and cultures as appropriate.	Most centers do not include materials that target a variety of developmental and skill levels, or that do not reflect students' unique interests, experiences, and cultures as appropriate.
The teacher sometimes differentiates her/his interactions with students based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess.	The teacher rarely or never differentiates her/his interactions with students based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess.
The teacher sometimes provides meaningful opportunities for students to plan their play through discussion, writing, or drawing, but at other times does not do so effectively.	The teacher does not provide meaningful opportunities for students to plan their play through discussion, writing, or drawing when doing so would have been appropriate.

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* *Students may reflect on and document their play experiences by dictating to the teacher, drawing a picture of their creations, writing about an experience, or taking a photograph.*

Montessori Note:

1. One of the primary goals of Montessori education is to prepare students for increasingly complex work and skills through cultivating confidence. This is achieved through repetition and self-guided exploration. Montessori teachers should not be penalized for allowing students the necessary time to establish confidence with a skill before introducing more challenging extensions or new concepts.

Examples of ways to make lessons, activities, and experiences accessible and challenging:

*During **whole or small group lessons:***

- Asking more challenging questions
- Differentiating content, process, or product using strategies that might include flexible grouping or tiered assignments
- Gradually reducing the level of support provided
- Using a variety of strategies, including visuals, gestures, or demonstrations, to enable students to master challenges beyond their current abilities

*During **group meetings:***

- Encouraging students to lead portions of the meeting
- Encouraging students to make connections to academic content
- Encouraging students to use increasingly complex and detailed speech and to extend their thinking and comments
- Facilitating the meeting in a way that enables students to actively participate and develop skills and concepts appropriate to their developmental levels
- Supporting language development by repeating or expanding on students' responses, providing verbal commentary on the teacher's and students' actions, and using appropriately complex language with students

*During **center time:***

- Allowing students to choose their learning centers, and, to the greatest extent appropriate, to choose their activities within each center and the length of time spent in each center
- Encouraging students to apply their skills and knowledge to their play in a variety of ways
- Encouraging students to create increasingly complex play scenarios
- Encouraging students to generate, consider, discuss, and evaluate solutions to problems
- Including materials that allow students to work on a variety of skills at appropriate developmental levels

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LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 4 **PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
During a lesson with a distinct objective, the teacher provides students three or more ways to engage with content,* and all ways move students toward mastery of the lesson content or to the goal of the lesson, activity, or center. During the lesson, students also are developing deep understanding of the content or goal of the lesson activity. During other learning experiences and activities, all ways students engage with content promote students' growth and development across language, cognitive, and social domains.	During a lesson with a distinct objective, the teacher provides students three or more ways to engage with content,* and all ways move students toward mastery of the lesson content or to the goal of the lesson, activity, or center. For example, a read-aloud might include linguistic, visual, and interpersonal ways (e.g., through turn-and-talks) that all lead students toward mastery of the lesson content. During other learning experiences and activities, almost all ways students engage with content promote students' growth and development across language, cognitive, and social domains.
The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; all students respond positively and are actively involved in the work or play.	The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; almost all students respond positively and are actively involved in the work or play.
All centers include materials that encourage students to engage in a variety of experiences (e.g., mathematical, scientific, social, or linguistic) through student-directed play, as appropriate to students' ages and developmental levels.	Almost all centers include materials that encourage students to engage in a variety of experiences (e.g., mathematical, scientific, social, or linguistic) through student-directed play, as appropriate to students' ages and developmental levels.
All centers promote deep involvement in sustained play.	Almost all centers promote deep involvement in sustained play.

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

Notes:

1. Research suggests that each student does not have a single learning style through which s/he needs to be taught, and that all students learn by engaging with content through a variety of learning styles, modalities (auditory, visual, kinesthetic/tactile), and intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic). However, the teacher's knowledge of her/his students' needs and preferences should influence the styles and modalities selected.

2. For a teacher to receive credit for providing students a way to move toward mastery, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of moving toward mastery if the teacher shows a visual illustration, but most of the students are not paying attention, or if the teacher asks students to model movements with their arms and most students do not participate.

3. In some kindergarten centers, particularly later in the year, students may be engaged in work that is less self-directed and more academic in nature. In these cases, when appropriate, an observer should disregard references to centers and assess a teacher based on the other indicators in this standard.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
During a lesson with a distinct objective, the teacher provides students three or more ways to engage with content,* and most ways move students toward mastery of the lesson content or to the goal of the lesson, activity, or center. For example, during a lesson on planting seeds, a teacher might provide students with a kinesthetic way that does not move students toward mastery, but might also provide visual, tactile, and auditory ways that do move students toward mastery of the lesson content. During other learning experiences and activities, most ways students engage with content promote students' growth and development across language, cognitive, and social domains.	During a lesson with a distinct objective, the teacher provides students three or more ways to engage with content,* but most ways do not move students toward mastery of the lesson content or to the goal of the lesson, activity, or center; or, the teacher provides students only one or two ways to engage with content. During other learning experiences and activities, most ways students engage with content do not promote students' growth and development across language, cognitive, and social domains.
The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; most students respond positively and are actively involved in the work or play.	The ways the teacher provides do not include learning styles or modalities that are appropriate to students' needs; most students do not respond positively or are not actively involved in the work or play.
Most centers include materials that encourage students to engage in a variety of experiences (e.g., mathematical, scientific, social, or linguistic) through student-directed play, as appropriate to students' ages and developmental levels.	Most centers do not include materials that encourage students to engage in a variety of experiences (e.g., mathematical, scientific, social, or linguistic) through student-directed play, as appropriate to students' ages and developmental levels.
Most centers promote deep involvement in sustained play.	Most centers do not promote deep involvement in sustained play.

Tools of the Mind Note:

1. Deep engagement is a primary goal of center time. Teachers should provide scaffolding to re-engage students in play with peers in the same center before switching centers. While students should not be forced to stay in a center that is not interesting to them because the teacher directs them to do so, students' desire to switch centers may be a cue for the teacher to provide scaffolding.

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 5 · **CHECK FOR STUDENT UNDERSTANDING**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher checks for understanding at all key moments. During centers, the teacher continually gauges student engagement and developmental progress.	The teacher checks for understanding of content at almost all key moments (e.g., when checking is necessary to inform instruction going forward, such as after each key point, before transitioning to the next lesson activity, before students begin centers, or partway through the independent practice). During centers, the teacher is almost always gauging student engagement and developmental progress.
The teacher always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The teacher almost always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.* For example, the teacher calls on both volunteers and non-volunteers, strategically checks with students at various levels of proficiency after whole-class checks, or circulates strategically during turn-and-talk and center activities.
The teacher uses a variety of strategies to effectively check for understanding.	The teacher uses more than two strategies to effectively check for understanding. For example, the teacher might use some questions that require verbal responses, while other questions might allow students to respond non-verbally (e.g., by gesturing or pointing), or the teacher might gather information by observing or playing alongside students.

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

Notes:

1. Students who are in the pre-productive stage of language development should be included in checks for understanding using different modalities.

2. In some lessons, it may be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, if the teacher only checks for understanding of directions and rarely or never checks for understanding of content, s/he should not receive a Level 3 or Level 4 score for this standard.

3. All of the techniques in the list of examples below can be effective checks for understanding if they are well-executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate "pulse" of the class's understanding at a key moment.

- Asking clarifying questions
- Asking students to rephrase material
- Calling on students individually from within groups
- Conferencing with individual students
- Drawing upon peer conversations or explanations

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
The teacher checks for understanding of content at some key moments. During centers, the teacher sometimes gauges student engagement and developmental progress.	The teacher checks for understanding of content at few or no key moments. During centers, the teacher rarely or never gauges student engagement and developmental progress when it would have been appropriate to do so.
The teacher sometimes gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The teacher rarely or never gets an accurate "pulse" at key moments because checks do not gather information about the depth of understanding for a range of students, when appropriate.*
The teacher uses two strategies to effectively check for understanding, and may attempt to use additional strategies but not do so effectively.	The teacher uses one strategy to effectively check for understanding, and may attempt to use additional strategies but not do so effectively; or, the teacher does not use any strategies to effectively check for understanding.

- Encouraging students to gesture, point, or select an image
- Having students respond on dry erase boards
- Moving around to look at each group's work
- Observing students or students' work
- Reviewing student self-assessments
- Scanning progress of students working independently
- Using role-playing
- Using "think-pair-share"

Tools of the Mind Note:

1. In large group activities and some small group activities, the teacher should not call on one student at a time to answer, but encourage students to talk aloud, respond chorally, or talk with a partner. Teachers in Tools classrooms should not call on students one at a time for answers to questions until the last two weeks of the school year.

TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION (TLF-ECE)

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 6	**RESPOND TO STUDENT UNDERSTANDING**
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* The teacher also addresses misunderstandings in ways that help students develop strategies for addressing similar challenges in the future.	When students demonstrate misunderstandings or partial understandings, the teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the teacher might help the student find the error, eliminate incorrect answers, or provide a cue to help the student arrive at the correct answer.
The teacher always effectively re-teaches or adjusts instruction when necessary, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. The teacher also anticipates common misunderstandings (e.g., by presenting a non-example or a misunderstanding to see how students respond), or recognizes a student response as a common misunderstanding and shares it with the class† to lead all students to a more complete understanding.	The teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. For example, the teacher might use a different approach to present a concept and then return to the student(s) who surfaced the original misunderstanding.
If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate responds with another way of scaffolding. The teacher is also able to address student misunderstandings effectively without losing the engagement of the students who do understand.	If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate responds with another way of scaffolding.

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

† In an early childhood class, it is particularly inappropriate for a teacher to simply tell a student that s/he is incorrect without providing further explanation or scaffolding. In addition, when sharing misunderstandings of individual students with the class, the teacher should only share misunderstandings in general ways that allow students' dignity and sense of self-efficacy to remain intact. For example, a teacher might explain that one of the students identified the tricky part of a concept, and that the teacher has something special to share with the class to help everyone better understand.

Notes:

1. If there are no evident misunderstandings or partial understandings, this standard should be scored as "Not Applicable."

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

3. In some cases, it can be appropriate for a teacher to continue with the lesson even if a few students still do not understand. For example, some misunderstandings might be developmental in nature, and, as such, it would be appropriate for the teacher to continue with the lesson or activity rather than persist in addressing the misunderstanding.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
When students demonstrate misunderstandings or partial understandings, the teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*
The teacher sometimes re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.	The teacher does not re-teach effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.
The teacher sometimes persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	The teacher frequently persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Montessori Note:

1. The teacher's ability to demonstrate respect for students' choices and to trust their abilities is as critical to students' academic success as concrete skill building. Correcting students "in the moment" can cause them to abandon an activity. For these reasons, Montessori teachers will often make note of students' misunderstandings and present the activity again at another time using specific points of interest to draw the students' attention to previous misunderstandings.

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using manipulatives or hands-on model
- Using self-correcting materials
- Using think-alouds

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 7 DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks or provides materials that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks or provides materials that develop almost all students' higher-level understanding. For example, the teacher might notice a student completing a puzzle with relative ease and in response, place a more difficult or complex puzzle before the student.
The teacher uses a variety of questions to develop higher-level understanding.	The teacher uses a variety of questions to develop higher-level understanding.
After posing a question or task, the teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher almost always uses appropriate strategies to ensure that students move toward higher-level understanding. For example, when students provide limited responses to questions, the teacher uses progressively challenging questions to develop higher-level understanding, or the teacher provides appropriate wait time after asking higher-level questions.*
Almost all students answer questions or complete tasks with meaningful responses that demonstrate movement toward higher-level understanding, as appropriate to their developmental levels.†	Most students answer questions or complete tasks with meaningful responses that demonstrate movement toward higher-level understanding, as appropriate to their developmental levels.†

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

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

Notes:

1. At some points in the lesson, it is not appropriate to ask questions to develop higher-level understanding (e.g., when students are rehearsing a basic skill). The teacher should not be penalized for not developing higher-level understanding during these portions of the lesson. However, over the course of every 30-minute observation, there should be some opportunities to ask questions that develop higher-level understanding.

2. All of the techniques in the list of examples below can be effective ways of developing higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective question, the question must be well-executed and appropriate to the lesson content and thus succeed in developing higher-level understanding.

   • Activating higher levels of inquiry on Bloom's Taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent") in meaningful ways

   • Asking students to apply a new skill or understanding in a different context

   • Asking students to explain why they are learning something or to summarize the main idea

   • Asking students to identify problems or challenges and to identify possible solutions

   • Asking students to make predictions and to explain the rationale for their predictions, as developmentally appropriate

   • Asking students to reflect on and explain their reasoning

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
The teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks or provides materials that develop most students' higher-level understanding.	The teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks or provide materials that develop students' higher-level understanding.
The teacher only uses two or three questions to develop higher-level understanding.	The teacher only uses one question to develop higher-level understanding.
After posing a question or task, the teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher rarely or never uses appropriate strategies to ensure that students move toward higher-level understanding.
Some students answer questions or complete tasks with meaningful responses that demonstrate movement toward higher-level understanding, as appropriate to their developmental levels.[†]	Few or no students answer questions or complete tasks with meaningful responses that demonstrate movement toward higher-level understanding, as appropriate to their developmental levels.[†]

- Encouraging students to generate ideas
- Encouraging students to provide detailed descriptions
- Inviting students to apply their knowledge to identify solutions to problems
- Inviting students to consider consequences
- Posing a question that increases the rigor of lesson content or assessment
- Prompting students to make connections to previous material or prior knowledge

Tools of the Mind Note:

1. The objective of Story Lab is to answer a specific type of question, and students move from lower to higher-level questions over the course of the year. Each listening comprehension Story Lab has a specific focus written on a mediator card. Within one Story Lab, the teacher should not ask questions at a variety of levels, but instead should emphasize a specific type of question. The teacher should be evaluated based on her or his ability to use the specific questioning strategy identified for the particular Story Lab.

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 8 **MAXIMIZE INSTRUCTIONAL TIME**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and do not have to ask what to do.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.
Students have frequent opportunities to share responsibility for the routines, procedures, and activities of the classroom. Students also have some opportunities to lead routines and procedures.	Students have frequent opportunities to share responsibility for the routines, procedures, and activities of the classroom.
The teacher always engages in meaningful interactions with students during routines, transitions, and other aspects of the daily routine (e.g., toileting, snack time, family-style meals), using these times as learning opportunities.	The teacher almost always engages in meaningful interactions with students during routines, transitions, and other aspects of the daily routine (e.g., toileting, snack time, family-style meals), using these times as learning opportunities.
The teacher spends an appropriate amount of time on each part of the lesson, activity, or experience.	The teacher spends an appropriate amount of time on each part of the lesson, activity, or experience.
Students are always engaged in meaningful work or play. Lesson pacing also is student-directed or individualized, when appropriate.	Students are always engaged in meaningful work or play.
The teacher always sets clear and consistent limits and developmentally appropriate expectations.	The teacher almost always sets clear and consistent limits and developmentally appropriate expectations. For example, it is clear to students when they are expected to raise their hands instead of calling out.
Inappropriate or off-task student behavior never interrupts or delays the lesson, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.	Inappropriate or off-task student behavior rarely interrupts or delays the lesson.
The teacher addresses behavior when appropriate and does not unnecessarily correct behaviors that are developmentally appropriate for students.	The teacher addresses behavior when appropriate and does not unnecessarily correct behaviors that are developmentally appropriate for students.

Notes:

1. It can be appropriate for students to observe each other during lessons (e.g., watching another student plan with the teacher), and this should not be considered idle or off-task behavior.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Routines, procedures, and transitions require significant teacher prompting and direction; students are sometimes unclear about what they should be doing and may frequently ask questions.	Routines and procedures are not evident or are generally ineffective; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.
Students have some opportunities to share responsibility for the routines, procedures, and activities of the classroom.	Students have few or no opportunities to share responsibility for the routines, procedures, and activities of the classroom.
The teacher sometimes engages in meaningful interactions with students during routines, transitions, and other aspects of daily routine (e.g., toileting, snack time, family-style meals), using some of these times as learning opportunities.	The teacher rarely or never engages in meaningful interactions with students during routines, transitions, and other aspects of the daily routine (e.g., toileting, snack time, family-style meals) in ways that effectively promote learning.
The teacher spends too much or too little time on one part of the lesson, activity, or experience. For example, the teacher might allow a routine during morning meeting to last too long, give students too little time to participate in centers, or allow transitions to last longer than necessary.	The teacher spends too much or too little time on more than one part of the lesson, activity, or experience; or, the teacher spends significantly too much or too little time on one part of the lesson, activity, or experience. For example, students might spend significantly too long participating in direct instruction on the rug without opportunities for hands-on learning.
There are brief periods of time when students are not engaged in meaningful work or play (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).	There are significant periods of time when students are not engaged in meaningful work or play.
The teacher sometimes sets clear and consistent limits and developmentally appropriate expectations, but students are sometimes unclear about what is expected of them.	The teacher rarely or never sets clear and consistent limits, behavioral expectations are developmentally inappropriate, or limits and expectations are rarely applied.
Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.
The teacher sometimes addresses behaviors unnecessarily (e.g., correcting behaviors that are developmentally appropriate for students).	The teacher frequently addresses behaviors unnecessarily (e.g., correcting behaviors that are developmentally appropriate for students).

2. Observers should consider the point in the school year when assessing routines, procedures, and transitions. For example, during the first week after winter break, Tools of the Mind kindergarten students might be learning new routines, procedures, and transitions. In these cases, observers should consider the effectiveness of the teacher's attempts to establish the routines, procedures, and transitions.

LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 9 **BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Student comments and actions demonstrate that they are invested in their work. Students also demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work.	Student comments and actions demonstrate that they are invested in their work. For example, students may appear eager to participate in the lesson, activities, or experiences.
The teacher uses effective strategies to create a cohesive community within the classroom. The teacher also provides support to help students solve their problems as independently as possible.	The teacher uses effective strategies to create a cohesive community within the classroom. For example, the teacher might provide students with meaningful opportunities to work or play with each other, or the teacher might encourage students to identify and collaboratively work through conflicts or challenges when they arise.
Student behaviors almost always help to create a supportive classroom community.	Student behaviors consistently help to create a supportive classroom community. For example, students treat the teacher and each other with kindness and respect and implement positive conflict resolution strategies with or without the presence of the teacher.
The teacher conveys understanding of and respect for the unique characteristics of each individual within the community.	The teacher conveys understanding of and respect for the unique characteristics of each individual within the community. For example, the teacher might provide opportunities for students to share their thoughts and ideas, and respond attentively and thoughtfully.
The teacher is aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating; and, the teacher is responsive and encouraging when students are excited, happy, or enthusiastic.	The teacher is aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating; and, the teacher is responsive and encouraging when students are excited, happy, or enthusiastic.
The teacher meaningfully reinforces positive behavior and/or developmental milestones or accomplishments, when appropriate. Students also give unsolicited feedback or encouragement to their peers, when appropriate.	The teacher meaningfully reinforces positive behavior and/or developmental milestones or accomplishments, when appropriate. For example, the teacher makes specific, objective comments that express what s/he notices or appreciates about the students' actions, behaviors, or creations.
The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. There is also evidence that the teacher has strong, individualized relationships with some students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.	The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

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

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
Student comments and actions demonstrate that they are generally engaged in their work but are not highly invested in it.	Students demonstrate disinterest or lack of investment in their work.
The teacher sometimes uses effective strategies to create a cohesive community within the classroom.	The teacher rarely or never uses effective strategies to create a cohesive community within the classroom.
Student behaviors sometimes help to create a supportive classroom community. For example, students are generally respectful to the teacher and their peers, with a few exceptions.	Student behaviors rarely or never help to create a supportive classroom community. For example, students are frequently unkind to each other.
The teacher sometimes conveys understanding of and respect for the unique characteristics of each individual within the community.	The teacher rarely or never conveys understanding of and respect for the unique characteristics of each individual within the community.
The teacher is sometimes aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating; or, the teacher is sometimes responsive and encouraging when students are excited, happy, or enthusiastic.	The teacher is rarely or never aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating; or, the teacher is rarely or never responsive and encouraging when students are excited, happy, or enthusiastic.
The teacher generally reinforces positive behavior and/or developmental milestones or accomplishments, when appropriate, but sometimes does not do so in a meaningful way; or, the teacher reinforces positive behavior and/or developmental milestones for some students but not for others.	The teacher rarely or never reinforces positive behavior and/or developmental milestones or accomplishments; or, the teacher does so for only a few students.
The teacher has a positive rapport with some students but not others, but there is no evidence of negative rapport.	There is little or no evidence of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a negative rapport with some students. For example, the teacher might use sarcasm or a harsh tone, or the teacher might embarrass students.

Note:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should receive a Level 1 for this standard.

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

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

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

What is the Individualized Instruction Model?

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

Why was the IIM rubric developed?

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

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

If you are observed leading instruction, either with a co-teacher or separately with a small group of students (whether in a resource room, in a pull-out setting, or within a larger class),

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

How will my proficiency in IIM be assessed?

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

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

Bel Perez Gabilondo

Michael DeAngelis

Brian Tropiano

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

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

LEVEL 4 (HIGHEST)	LEVEL 3
**IIM 1	LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Each part of the special education teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly moves students toward mastery of the objective.*	Each part of the special education teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly moves students toward mastery of the objective.*
The special education teacher modifies the lesson objective as necessary to ensure that it is clear to the students s/he is supporting, is appropriate to their present levels of performance, and conveys what they are learning and what they will be able to do as a result of the lesson. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective.	The special education teacher modifies the lesson objective as necessary to ensure that it is clear to the students s/he is supporting, is appropriate to their present levels of performance, and conveys what they are learning and what they will be able to do as a result of the lesson. For example, the special education teacher might clearly reframe the objective within the context of the students' individual interests and strengths, and then use effective questioning to help the students develop an understanding of what they will be doing; or, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.
Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, when the general education teacher has not done so, the special education teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or, students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.

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

Notes:

1. This standard assesses two equally important aspects of a lesson: It is well-organized and objective-driven. Because only one row assesses the extent to which the lesson is well-organized, while two rows assess the extent to which it is objective-driven, more weight should be given to the first row (well-organized) to determine an overall score for IIM 1.

2. One way in which an observer could effectively gather information to score this standard is through brief conversations with students, when appropriate.

3. Some students with disabilities may be unable to explain what they are learning or why it is important. In these cases, special education teachers should receive credit for verbally or visually reinforcing the objective with developmentally appropriate language and images. Special education teachers should, when possible, develop appropriate communication systems to facilitate students' responses.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The special education teacher's support is somewhat organized: Some parts of the teacher's specialized instruction are not aligned to the objective, or some parts do not significantly move students toward mastery of the objective.*	The special education teacher's support is generally disorganized: Students are confused about what to do, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly move students toward mastery of the objective.*
The special education teacher attempts to modify the lesson objective as necessary to ensure that it is appropriate to the students s/he is supporting, but does so in a way that is not entirely effective in building students' understanding of what they are learning and what they will be able to do as a result of the lesson. For example, the special education teacher might explain the objective using language that is not developmentally appropriate.	The special education teacher does not modify the lesson objective as necessary to ensure that it is appropriate to the students s/he is supporting. Students are unclear or confused about what they are learning and what they will be able to do as a result of the lesson, or the objective stated or posted might not connect to the lesson taught.
Students do not fully understand the importance of the objective. For example, when the general education teacher has not done so, the special education teacher might explain the importance of the objective, but does so in a way that is too general, such that the explanation is not entirely effective in building students' understanding.	Students do not understand the importance of the objective.

4. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the special education teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.

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

6. In self-contained and resource settings, it is appropriate for the lesson's academic objective to be accompanied by a behavioral, communication, or functional life-skills objective.

LEVEL 4 (HIGHEST)	LEVEL 3
IIM 2	**EXPLAIN CONTENT CLEARLY**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning. Explanations of content also are delivered in as direct and efficient a manner as possible.	Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.
The special education teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.	The special education teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.
The special education teacher emphasizes key points when necessary, such that students understand the main ideas of the content. Students also can authentically explain the main ideas of the content beyond simply repeating the teacher's explanations.	The special education teacher emphasizes key points when necessary, such that students understand the main ideas of the content.
Students show that they understand the explanations. When appropriate, concepts also are explained in a way that actively and effectively involves students in the learning process. For example, students have opportunities to explain concepts to each other.	Students show that they understand the explanations. For example, their verbal or written responses, dialogue, questions, or level of participation indicate understanding.
The special education teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively make the content relevant and build student understanding.	The special education teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively make the content relevant and build student understanding.

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

Notes:

1. One way in which observers could effectively gather information to score this standard is through brief conversations with students, when appropriate.

2. If the special education teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the special education teacher should receive a Level 1 for this standard.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.	Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.
The special education teacher generally gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.	The special education teacher gives unclear or imprecise definitions, or does not use a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.
The special education teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.	The special education teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.
Students generally show that they understand the explanations, but at times their verbal or written responses, dialogue, questions, or level of participation suggest that explanations have not been entirely effective.	Students show that they are confused by the explanations, or students are frustrated or disengaged because of unclear explanations.
The special education teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective in building student understanding.	The special education does not make connections with students' prior knowledge, students' experiences and interests, other content areas or current events; or, connections are ineffective at building student understanding of content.

LEVEL 4 (HIGHEST)	LEVEL 3
IIM 3	**ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK**
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The special education teacher makes the lesson accessible to all students s/he is supporting. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	The special education teacher makes the lesson accessible to almost all students s/he is supporting; there is evidence that the special education teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the special education teacher might differentiate content, process, or product (using strategies that might include re-teaching a prerequisite skill, having the students use manipulatives, or having students complete an alternative assignment that is still aligned to the lesson's objective) in order to ensure that students are able to access the lesson.
The special education teacher makes the lesson challenging to all students s/he is supporting. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are.	The special education teacher makes the lesson challenging to almost all students s/he is supporting; there is evidence that the special education teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the special education teacher frequently returns to previously taught material and provides meaningful ways for students to make connections between that material and the new content.
There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning. For example, rather than repeatedly explaining each step for solving a word problem, the special education teacher might instead provide meaningful opportunities for students to practice so that they can gradually build independence with the skill.

Note:

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

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The special education teacher makes the lesson accessible to most students s/he is supporting; some students may not be able to access certain parts of the lesson.	The lesson is not accessible to most students the special education teacher is supporting.
The special education teacher makes the lesson challenging to most students s/he is supporting; some students may not be challenged by certain parts of the lesson.	The lesson is not challenging to most students the special education teacher is supporting.
There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate, students are released to work time before receiving appropriate instruction, or students' dependence on the special education teacher is reinforced throughout the class.	There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because lesson support is almost entirely directed by the special education teacher; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction.

LEVEL 4 (HIGHEST)	LEVEL 3
IIM 4 | **PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and all supports move students toward mastery of lesson content. During the lesson students also are developing deep understanding of the content.	The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and all supports move students toward mastery of lesson content. For example, if the class is learning to add with regrouping and the general education teacher has provided the visual support of having directions written out with examples, the special education teacher might have some students use base ten blocks in order to better access the content.
The supports the special education teacher provides are appropriate to the needs of all of the students s/he is supporting; all students respond positively and are actively involved in the work.	The supports the special education teacher provides are appropriate to the needs of almost all of the students s/he is supporting; almost all students respond positively and are actively involved in the work.

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

Notes:

1. Research suggests that each student does not have a single learning style through which s/he needs to be taught, and that all students learn by engaging with content through a variety of learning styles, modalities (auditory, visual, kinesthetic/tactile), and intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic). However, a special education teacher's knowledge of his/her students' needs and preferences should influence the styles and modalities selected.

2. If a special education teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation period providing multiple ways that do move students toward mastery of the lesson content, it is possible for the special education teacher to receive a Level 3 score.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective _The following best describes what is observed:_	**Ineffective** _The following best describes what is observed:_
The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and most supports move students toward mastery of lesson content.	The special education teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* but most supports do not move students toward mastery of lesson content; or, if the general education teacher only provides students one way to engage with content, the special education teacher does not attempt to provide a second way to engage with the content.
The supports the special education teacher provides are appropriate to the needs of most of the students s/he is supporting; most students respond positively and are actively involved in the work.	The supports the special education teacher provides are not appropriate to the needs of most of the students s/he is supporting; most students do not respond positively or are not actively involved in the work, or some supports detract from or impede student mastery.

LEVEL 4 (HIGHEST)	LEVEL 3
IIM 5 | CHECK FOR STUDENT UNDERSTANDING	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The special education teacher checks for understanding of content at all key moments.	The special education teacher checks for understanding of content at almost all key moments (e.g., when checking is necessary to inform instruction going forward, such as after each key point, before transitions between lesson activities, or partway through the independent practice).
The special education teacher always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The special education teacher almost always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*

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

Notes:

1. A special education teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). For example, as long as the special education teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable a special education teacher to get the "pulse" of the class. Or, if the special education teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the "pulse" of the class because the special education teacher gained enough information to be able to adjust subsequent instruction.

2. In some lessons, it can be appropriate to give the teacher credit for checking for understanding of directions, in addition to checking for understanding of content. However, a special education teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a Level 3 or Level 4 for this standard.

3. All of the techniques below can be effective checks for understanding if they are well executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. A special education teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate "pulse" of the class's understanding at a key moment.

   • Asking questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks

   • Asking students to respond on white boards; using exit slips, constructed responses, stop 'n' jots, or other written checks

   • Circulating and observing individual students' or small groups' work

   • Conferencing with individual students or small groups

   • Using role-playing, four corners, or other tactile/kinesthetic checks

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
The special education teacher checks for understanding of content at some key moments.	The special education teacher checks for understanding of content at few or no key moments.
The special education teacher sometimes gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The special education teacher rarely or never gets an accurate "pulse" at key moments because checks do not gather information about the depth of understanding for a range of students, when appropriate.*

	LEVEL 4 (HIGHEST)	LEVEL 3
IIM 6	**RESPOND TO STUDENT UNDERSTANDING**	
	Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
	When students demonstrate misunderstandings or partial understandings, the special education teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the special education teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the special education teacher might help the student find the error, eliminate incorrect answers, or provide a cue to help the student arrive at the correct answer.
	The special education teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. The special education teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer to see how students respond) or recognizes a student response as a common misunderstanding and shares it with the class to lead all students to a more complete understanding.†	The special education teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. For example, the special education teacher might use a different approach to present a concept, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.
	The special education teacher always probes students' correct responses, as appropriate, to ensure student understanding.	The special education teacher almost always probes students' correct responses, as appropriate, to ensure student understanding. For example, the special education teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her/his answer.

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

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

Note:

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

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
When students demonstrate misunderstandings or partial understandings, the special education teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the special education teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*
The special education teacher sometimes re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.	The special education teacher does not re-teach effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.
The special education teacher sometimes probes students' correct responses, as appropriate, to ensure student understanding.	The special education teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the special education teacher spends a significant portion of the lesson teaching material that students already understand.

LEVEL 4 (HIGHEST)	LEVEL 3
**IIM 7	DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The special education teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The special education teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.
After posing a question or task, the special education teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the special education teacher almost always uses appropriate strategies to ensure that students move toward higher-level understanding. For example, when students provide limited responses to questions, the special education teacher uses progressively challenging questions to develop higher-level understanding, or the special education teacher provides appropriate wait time after asking higher-level questions.*
Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding and show that they are accustomed to being asked these kinds of questions.[†]	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding and show that they are accustomed to being asked these kinds of questions.[†] Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.

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

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

Notes:

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

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective	**Ineffective**
The following best describes what is observed:	*The following best describes what is observed:*
The special education teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop most students' higher-level understanding.	The special education teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks that are increasingly complex that develop students' higher-level understanding.
After posing a question or task, the special education teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the special education teacher rarely or never uses appropriate strategies to ensure that students move toward higher-level understanding.
Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.[†]	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.[†]

2. At some points in the lesson, it is not appropriate to ask questions to develop higher-level understanding (e.g., if students are rehearsing a basic skill). A special education teacher should not be penalized for not developing higher-level understanding during these portions of the lesson. However, over the course of every 30-minute observation, there should be some opportunities to ask questions that develop higher-level understanding.

3. Observers should remember that even the most basic content can be taught rigorously and that all students can be asked higher-level probes that target their zones of proximal development. For example, for a first grade student with an intellectual disability who is just learning to identify colors, asking the student to say the name of the color rather than to just point to the color might be an example of a higher-level question for this student.

4. Observers should consider both verbal and written questions when assessing the first row in this standard.

5. It may be especially important to provide special education students with ample wait time and to explicitly teach students strategies for responding to more challenging questions.

LEVEL 4 (HIGHEST)	LEVEL 3
IIM 8 **MAXIMIZE INSTRUCTIONAL TIME**	
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Routines and procedures for providing support to students within the co-taught environment, and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher are orderly, efficient, and systematic with minimal prompting from the special education teacher; some students share responsibility for the operations and routines in the classroom, and all students know how they can get help from the special education teacher.	Routines and procedures for providing support to students within the co-taught environment (e.g., a procedure for checking in with the special education teacher) run smoothly with some prompting from the special education teacher, and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher are generally smooth with some direction from the special education teacher; students generally know their responsibilities and how they can get help from the special education teacher.
Students always have something meaningful to do.

Lesson pacing also is student-directed or individualized, when appropriate. | Students always have something meaningful to do. |
| The special education teacher spends an appropriate amount of time providing support on each part of the lesson. | The special education teacher spends an appropriate amount of time providing support on each part of the lesson. |
| The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because the special education teacher efficiently implements behavioral support systems that clearly impact student behavior with minimal disruption of the classroom environment. | Inappropriate or off-task student behavior rarely interrupts or delays the lesson, or the special education teacher has clearly put in place behavioral supports to help raise the students' awareness of their behavioral needs and provide meaningful incentives to help the students improve. For example, systems for tracking behavior over time are implemented, and students receive frequent and immediate feedback on their behavior. |

Notes:

1. The pace of the lesson will vary depending on factors such as the objective being taught and student readiness. The special education teacher should receive credit if the pace is appropriately responsive to students' needs and if students are engaged in meaningful work, even if the pace may not be considered appropriate in a general education context.

2. Especially in classrooms with emotionally disturbed students, routines and procedures may include specific behavioral systems to promote engagement and support students in managing inappropriate behaviors. These systems may provide students with time for reflection and opportunities to respond to positive reinforcement.

3. If an observation is underway and a student crisis interrupts instruction, the special education teacher should not be penalized if s/he responds in a way that is appropriate and that causes minimal disruption for the rest of the class.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Routines and procedures for providing support to students within the co-taught environment and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher require significant prompting and direction from the special education teacher; students are sometimes unclear about what they should be doing or how they can get help from the special education teacher.	Routines and procedures for providing support to students within the co-taught environment are not evident or are generally ineffective; the special education teacher heavily directs activities and often disrupts the rest of the class in doing so, transitions between receiving instruction from the general education teacher and receiving specialized instruction from the special education teacher are disorderly and inefficient, students are unclear about what they should be doing, or students rarely follow the special education teacher's directions.
There are brief periods of time when students have nothing meaningful to do (e.g., while the special education teacher is supporting one student while other students wait without any instructions for what to do while waiting).	There are significant periods of time when students have nothing meaningful to do.
The special education teacher spends too much or too little time providing support on one part of the lesson. For example, the special education teacher might continue to provide instruction on a skill after all of her/his students have clearly mastered this skill.	The special education teacher spends too much or too little time providing support on more than one part of the lesson; or the special education teacher spends significantly too much or too little time providing support on one part of the lesson. For example, the special education teacher might spend 20 minutes supporting students on the warm-up when the general education teacher has moved on to providing direct instruction on the day's objective.
Inappropriate or off-task student behavior sometimes interrupts or delays the lesson, or the special education teacher has put in place behavioral supports that are not entirely effective.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson, or there is no evidence that the special education teacher has put any behavioral supports in place.

LEVEL 4 (HIGHEST)	LEVEL 3
IIM 9	**BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY**
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work, without prompting from the special education teacher.	Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
The special education teacher effectively supports a safe classroom environment for students to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the special education teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The special education teacher effectively supports a safe classroom environment for students to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the special education teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.
Students are always respectful of the special education teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*	Students are always respectful of the special education teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*
The special education teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.	The special education teacher meaningfully reinforces positive behavior and good academic work as appropriate. For example, the special education teacher offers students specific praise.
The special education teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. There is also evidence that the special education teacher has strong, individualized relationships with some students in the class. For example, the special education teacher might demonstrate personal knowledge of students' lives, interests, and preferences.	The special education teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

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

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should receive a Level 1 for this standard.

2. In specialized education settings where there is only one student present during the observation, the observer should disregard references to peer interaction and assess the special education teacher on the other indicators of this standard.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the special education teacher for help even when they need it; or, some students might occasionally respond negatively when a peer answers a question incorrectly.	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the special education teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.
Students are generally respectful of the special education teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the special education teacher, but not to their peers.	Students are frequently disrespectful to the special education teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the special education teacher or their peers are speaking.
The special education teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.	The special education teacher rarely or never reinforces positive behavior and good academic work, or does so for only a few students.
The special education teacher has a positive rapport with some students but not others; there is no evidence of negative rapport.	There is little or no evidence of a positive rapport between the special education teacher and the students, or there is evidence that the special education teacher has a negative rapport with some students.

What is Teacher-Assessed Student Achievement Data?

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

What assessments can I use?

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

Why is this one of my IMPACT components?

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

How will this process work?

In the fall, you will meet with your administrator to decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year. Please note that your administrator must approve your choice of assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually, or may choose to set school-wide achievement targets.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section. The deadline for submitting TAS scores is the last day of school.*

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

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

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

Bel Perez Gabilondo

Andy Le

Bel Perez Gabilondo

Simona Minnatti

Michael DeAngelis

Andrea Leoncavallo

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

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

LEVEL 4 (HIGHEST)	LEVEL 3

TAS 1	**TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA**
Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth* or at least 90% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.	Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth* or at least 80% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

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

Note: If a teacher uses more than one assessment, each will be rated individually, and the scores will be averaged together.

Andy Le

Andy Le

LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth* or at least 70% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth* or less than 70% mastery of content standards; assessments used are **not approved** by the administration; or scores reported are **not validated** by the administration.

Andy Le

Meghan Gay

INDIVIDUAL EDUCATION PLAN TIMELINESS

What is IEP Timeliness?

This is a measure of the extent to which the Individual Education Plans (IEPs) of the students on your caseload are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

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

How will my IEP Timeliness be tracked?

Your IEP Timeliness will be tracked in the Special Education Data System (SEDS).

How will my IEP Timeliness be calculated?

You will first have an opportunity to confirm your special education caseload through Caseload Confirmation in the spring. Your IEP Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

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

Andy Le

Michael DeAngelis

Bel Perez Gabilondo

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

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

LEVEL 4 (HIGHEST)	LEVEL 3

IEPT 1	INDIVIDUAL EDUCATION PLAN TIMELINESS	
Special education teacher renews **100%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.	Special education teacher renews **95%–99%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Simona Monnatti

Michael DeAngelis

LEVEL 2

Special education teacher renews **90%–94%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 1 (LOWEST)

Special education teacher renews **less than 90%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Michael DeAngelis

Bel Perez Gabilondo

What is Eligibility Timeliness?

This is a measure of the extent to which the special education eligibility process required for the students on your caseload is completed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

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

How will my Eligibility Timeliness be tracked?

Your Eligibility Timeliness will be tracked in the Special Education Data System (SEDS).

How will my Eligibility Timeliness be calculated?

You will first have an opportunity to confirm your special education caseload through Caseload Confirmation in the spring. Your Eligibility Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) or 1 (lowest).*

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

Michael DeAngelis

Bel Perez Gabilondo

Brian Tropiano

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

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

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

Andy Le

Special education teacher completes the special education eligibility process for **less than 100%** of the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Meghan Gay

What is Commitment to the School Community?

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

Why is this one of my IMPACT components?

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

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 20 and the second by June 10.

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/20	CYCLE ENDS 6/10	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	

Michael DeAngelis

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Michael DeAngelis

Michael DeAngelis

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

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

LEVEL 4 (HIGHEST)	LEVEL 3

CSC 1 | SUPPORT OF THE LOCAL SCHOOL INITIATIVES

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

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.

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

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

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3 | HIGH EXPECTATIONS

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

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

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

LEVEL 4 (HIGHEST)	LEVEL 3
**CSC 4	PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)**	
Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

**CSC 5	INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)**	
Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

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

Andy Le

Brian Tropiano

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

Andy Le

Andy Le

What is Core Professionalism?

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

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 20 and the second by June 10.

How will my Core Professionalism be scored?

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

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

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

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

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

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

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/20	CYCLE ENDS 6/10	OVERALL
CP SCORE *(Lowest of CP 1 to CP 4)*	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	

Michael DeAngelis

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Bel Perez Gabilondo

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

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

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

SIGNIFICANTLY BELOW STANDARD

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

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

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

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

What resources are available to help me be successful?

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

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

CURRICULAR RESOURCES

The Teaching and Learning Framework defines the *how* of effective instruction, and a key district focus this year is providing meaningful support to educators on the *what* and the *when.*

In 2011, DCPS began working toward a full adoption of the Common Core State Standards (CCSS) for English Language Arts; literacy in history/social studies, science, and technical subjects; and mathematics. To support this transition, we have created scope and sequence documents, unit overviews, recommended anchor texts, and suggested summative assessments. We also administer aligned, paced interim assessments (PIAs), and you have the opportunity to participate in structured data cycles to support you with using student achievement information to guide your classroom practice.

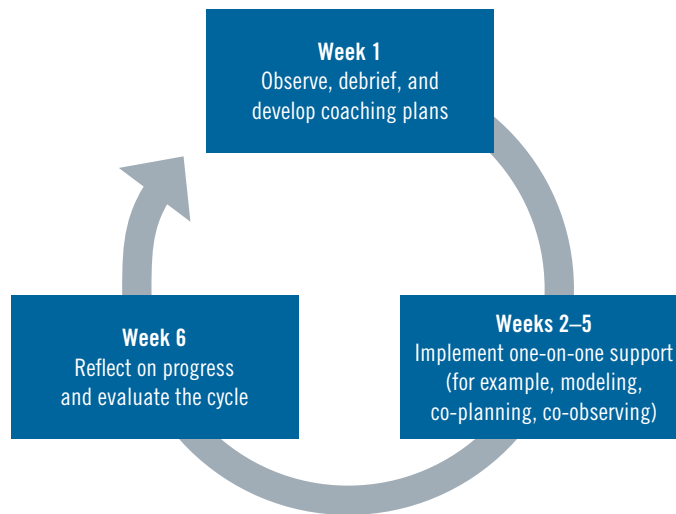### OVERVIEW OF THE DISTRICT'S THREE-YEAR ROLLOUT OF THE COMMON CORE STATE STANDARDS (CCSS)

SCHOOL YEAR	GRADES/CCSS FOCUS	IMPLEMENTATION PLAN
2011–2012	**K–12 READING** **6–12 LITERACY IN CONTENT AREAS (RH/RST)** **K–2 MATHEMATICS**	**Implementation Focus:** K–12 English Language Arts teachers will teach the CCSS-ELA and K–2 teachers will teach the CCSS-Mathematics
		Professional Development Focus: Foundational reading, CCSS-ELA instructional shifts, K–2 CCSS-Mathematics
2012–2013	**3–12 MATHEMATICS** **6–12 LITERACY IN CONTENT AREAS (RH/RST)**	**Implementation Focus:** K–12 math teachers will teach the Mathematics CCSS, and social studies, science, and technical subject teachers will teach the CCSS-RH/RST
		Professional Development Focus: Mathematics CCSS, differentiated literacy instruction
2013–2014	**K–12 WRITING** **6–12 WRITING IN CONTENT AREAS (WHST)**	**Implementation Focus:** K–12 teachers will teach the CCSS-W, and social studies, science, and technical subjects teachers will teach the CCSS-WHST
		Professional Development Focus: Writing and Language CCSS

INSTRUCTIONAL COACHES

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

Learning Cycles

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

Week 1
Observe, debrief, and develop coaching plans

Weeks 2–5
Implement one-on-one support (for example, modeling, co-planning, co-observing)

Week 6
Reflect on progress and evaluate the cycle

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

DIONNE HAMMIEL, TEACHER, BURROUGHS EC

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

SHIRLEY TURNER, INSTRUCTIONAL COACH, BROWNE EC

MASTER EDUCATORS

Master educators provide professional development to teachers through post-observation conferences (POCs), during which master educators and teachers debrief a recent lesson observation and discuss strengths and areas for growth. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. Teachers also receive a detailed written report during these conferences, with scores and comments for each of the nine Teach standards, as well as suggestions about how they might improve their practice.

During the 2012–2013 school year, a subset of master educators will also provide intensive support to selected teachers in the targeted 40 schools as part of DCPS's five year strategic plan, A Capital Commitment. This support will include opportunities for teachers to participate in structured learning cycles throughout the year as well as receive other types of individualized support.

"Thank you so much for meeting with me and sending these resources. I very much enjoyed talking to you and look forward to implementing some of the strategies we talked about. I felt our conversation was very helpful and honest and will have an impact on my students. I hope we can work together in the future!"

ALICE STANDISH, TEACHER, COLUMBIA HEIGHTS EC,
writing to a master educator

"I JUST GOT MY IMPACT ASSESSMENT. WHAT SHOULD I DO NOW?"

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.

- Work with your instructional coach. It's useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.

- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal's job.

- View 'Reality PD' lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.

- Participate in the Teaching in Action program to observe a teacher who is strong in an area in which you'd like to improve. See more information about the program later in this section.

- Access relevant resources from the online Educator Portal.

NEW TEACHER SUPPORT

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

In addition, new teachers are encouraged to utilize Teaching in Action and Monthly Meet-up Groups that are designed to connect teachers in the same grade level or subject area across the district.

REALITY PD

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

The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and are a powerful professional development tool to drive even more great practice.

For example:

• Teachers may view videos as part of their own, self-guided professional development.

• Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.

• In written reports or during POCs, administrators and master educators may refer teachers to videos that are relevant to particular areas for growth.

• School leaders may use videos as part of the collaborative professional development in their buildings.

The video library will be housed on the new Educator Portal+ platform, along with additional professional development resources.

Victoria Tyson, School Without Walls SHS

Sabrina Malone, Houston ES

Tanya Copeland, King ES

Tiffani Turner, Houston ES

Scott Harding, Maury ES

Victoria Pearson, Stuart-Hobson MS

TEACHING IN ACTION

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

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

MONTHLY MEET-UP GROUPS

Monthly Meet-up groups allow teachers to convene each month in subject area or grade level groups to participate in professional development activities, share best practice, support one another, and socialize. Through these meetings, DCPS teachers will get to know their colleagues across the district and learn more about a variety of resources available to improve their practice.

To learn more about joining a Monthly Meet-up group, visit dcps.dc.gov/DCPS/LIFT.

PD PLANNER

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

EDUCATOR PORTAL+

Educator Portal+ is a new online platform where DCPS educators can connect with colleagues and access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework and the Common Core State Standards (CCSS). Featured resources include:

• **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and major subject areas.

• **Teach Like A Champion:** A collection of video clips and articles on Doug Lemov's effective teaching techniques.

• **Teach Standard Resource Sets:** Self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard.

• **Curricular Resources:** DCPS's scope and sequence documents and unit overviews aligned to the CCSS.

Access these resources and sign up for relevant events and announcements by visiting http://dcps.dc.gov/educators and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact educator.portal@dc.gov with any questions.

FOR SPECIAL EDUCATION TEACHERS

A variety of workshops are held throughout the year on relevant topics for special education teachers, such as writing effective transition goals and engaging students at all learning levels in rigorous work. For more information about these trainings, as well as to access important policy documents and explore DCPS and external professional development resources, visit the special education page of the Educator Portal.

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

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

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities, gifts, and talents. The CEC offers professional development through webinars, conferences, and workshops, and posts resources on the Teaching and Learning Center page of their website. For more information, visit http://www.cec.sped.org.educators/groups/early-childhood, which includes announcements, policies, and online resources. The National Association for the Education of Young Children (NAEYC) offers further professional development opportunities that are featured on their website at http://www.naeyc.org.

FOR EARLY CHILDHOOD EDUCATION TEACHERS

The Early Childhood Education team, made up of instructional specialists and inclusion specialists, is working with all Title I schools on three focus areas for the 2012–2013 academic year: 1) the GOLD comprehensive child assessment system; 2) the creation of high-quality classroom environments for three- and four-year-old children; and 3) the expansion of the Tools of the Mind curriculum pilot.

Specialists provide individualized support to all Title I preschool and pre-kindergarten teachers through classroom observations and model lessons. They also offer school-specific technical assistance, attend grade level meetings, participate in instructional planning, and help schools differentiate professional development for early childhood teachers and aides.

Teachers are encouraged to regularly check the early childhood page on the Educator Portal.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

The Full Service Schools (FSS) model brings together leading practices from the fields of education and mental health to ensure academic success for all students. School staff at Full Service Schools receive additional support in implementing the Teaching and Learning Framework and specialized training in developing behavior management systems, welcoming school climates, and family partnerships.

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

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

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program, which includes research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family, Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit http://www.wtulocal6.org.

"My students last year taught me that I needed to refresh my bag of tricks for dealing with a variety of behaviors, so I took a course offered by the WTU. Despite having taught for more than 20 years, I can honestly say that I learned many new things about behavioral psychology and how to deal with students who disrupt the learning environment. The result: I had new skills and a team of colleagues with whom I could problem solve."

PAMELA ROSS, TEACHER, OYSTER-ADAMS BILINGUAL SCHOOL

Simona Monatti

Simona Monatti

Simona Monatti

Simona Monatti

PUTTING IT ALL TOGETHER

What does this section explain?

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

Step 1

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

Step 2

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

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE		WEIGHTED SCORE	
Teaching and Learning Framework – Early Childhood Education (TLF-ECE) or Individualized Instruction Model (IIM)	3.7	x	55	=	204
Teacher-Assessed Student Achievement Data (TAS)	4.0	x	15	=	60
Individual Education Plan Timeliness (IEPT)	3.0	x	10	=	30
Eligibility Timeliness (ELT)	4.0	x	10	=	40
Commitment to the School Community (CSC)	3.5	x	10	=	35
TOTAL					369

Step 3

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

Step 4

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

Step 5

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

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	200 Points*	250 Points**	300 Points†	350 Points‡ 400 Points

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

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

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

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

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

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Teachers who earn Highly Effective ratings are eligible to advance to the next Leadership Initiative For Teachers (LIFT) career stage, giving them access to a variety of leadership opportunities as well as increased recognition. In addition, these teachers are eligible for annual bonuses up to $25,000, and, at the Advanced, Distinguished and Expert Teacher LIFT stages, base salary increases up to $27,000.

Effective: This rating signifies solid performance. Teachers who earn Effective ratings are also eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than educators who earn Highly Effective ratings. These teachers will progress normally on their pay scales and will be eligible for base salary increases at the Advanced Teacher LIFT stage.

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals and instructional coaches to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If, after three years of support, however, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, teachers who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing teachers, DCPS will encourage principals and instructional coaches to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If, after two years of support, however, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, teachers who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating for one year will be subject to separation from the school system.

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

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

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

Why was the Developing rating created?

We have made great progress as a school system over the past few years. Our basic operations have improved, we have a new curriculum aligned to the Common Core State Standards, and our scores on both local and national exams show that student achievement is rising.

But as we reflect upon the goals we set in *A Capital Commitment,* our five-year strategic plan, it is clear we must do even more. Our bold aspirations are absolutely attainable, but only if we redouble our efforts.

This is why we have raised our expectations of what Effective practice looks like by increasing the minimum IMPACT score for this rating from 250 to 300. We weighed this decision carefully, and only settled on it after critically analyzing three years of performance data and talking with hundreds of our educators.

This shift undoubtedly increases accountability, but it also helps the school system more effectively prioritize and differentiate its professional development. Our hope is that, with guidance and support from school leaders, instructional coaches, master educators, and others, today's Developing teachers will become tomorrow's Highly Effective ones.

Ultimately, this change to IMPACT is about providing our students with the outstanding educators that they deserve and ensuring that every DCPS classroom is a place where students and their families can expect a world-class education.

Is the Developing rating retroactive?

No. All Effective ratings from the 2009–2010, 2010–2011, and 2011–2012 school years will stand. Moving forward, however, educators must earn a final IMPACT score of 300 or higher in order to receive an Effective rating.

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

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

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

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

What professional development opportunities will DCPS have for Developing teachers?

Principals and instructional coaches are encouraged to prioritize Developing teachers for individual and collaborative learning cycles, and to work with teachers to create growth plans that outline key areas for improvement, professional development resources, and next steps.

Developing teachers are also encouraged to take advantage of additional resources housed on the Educator Portal including Reality PD, a library of professionally-produced lesson videos filmed in DCPS classrooms; resource sets for each Teach standard; and curricular materials aligned to the Common Core State Standards.

IMPACT*plus*

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate — in the boldest way possible — how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus. Highly Effective and Effective teachers who reach the Advanced Teacher LIFT stage, and Highly Effective teachers who reach the Distinguished Teacher and Expert Teacher LIFT stages will be eligible for base salary increases as outlined later in this section.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

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

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

How will I know my LIFT stage?

You can determine your LIFT stage by referring to your LIFT guidebook, which is available on the DCPS website. Beginning in September, you can also find this information by logging into the IMPACT database at impactdcps.dc.gov.

Do I need to be a "full" union member to be eligible for IMPACT*plus,* or is "agency fee" status enough?

You only need "agency fee" status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How much can I earn under IMPACT*plus*?

Depending upon which IMPACT group you are in, and depending upon other factors like the free and reduced-price lunch rate of your school, you can earn nearly $130,000 annually.

How does IMPACT*plus* compare with the previous compensation system?

Under the previous contract, the starting salary was $42,369 and it took 21 years to achieve the maximum salary of $87,584. Under IMPACT*plus*, a Highly Effective teacher has the potential to earn $79,975 in her/his first year, and can achieve the maximum salary of $131,540 in just nine years.

How does it work?

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

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for an IMPACT*plus* annual bonus, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	$10,000	Additional $5,000	Additional $10,000	$25,000
	59% or Lower	$2,000	Additional $1,000	n/a	$3,000

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do teachers in schools with high free and reduced-price lunch rates receive higher bonuses?

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

Why do teachers in Group 1 receive a special add-on?

Teachers in Group 1 are unique in that 50% of their IMPACT assessment comes from student achievement data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 educators with higher bonuses.

How do I know if I am in IMPACT Group 1?

If you are not sure, please log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

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

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

How do I know if I work in one of the 40 lowest-performing schools?

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

If I retire at the end of the 2012–2013 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2012–2013 school year, will I be eligible for the bonus?

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

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

No.

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

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

Can I receive the add-on for teaching in one of the 40 lowest-performing schools even if I am not in Group 1?

Yes.

Can I receive the add-on for being in Group 1 even if I do not teach in one of the 40 lowest-performing schools?

Yes.

Are there any conditions attached to accepting the bonus?

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

Am I required to accept the bonus?

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

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

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

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

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

Yes.

If I earn a Highly Effective rating again next school year (2013–2014), will I be eligible for another bonus?

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

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

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

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

YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR LIFT STAGE	YOUR SERVICE CREDIT
60% or Higher	Advanced	2 Years
	Distinguished	5 Years[†]
	Expert	5 Years[†]

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

ADVANCED TEACHER STAGE

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

For example, let's imagine that it is the end of the 2012–2013 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2013–2014 school year — your fifth year of teaching — we would actually pay you as if you were in your seventh year (5 years + 2 year service credit). In this case, your salary would increase from $61,158 to $69,132 — a base salary increase of nearly $8,000.

DISTINGUISHED TEACHER STAGE

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

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

For example, let's imagine that it is the end of the 2012–2013 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you do not have a master's degree. For the 2013–2014 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your eleventh year (6 years + 5 year service credit). In this case, your salary would increase from $56,655 to $81,335 — a base salary increase of nearly $25,000.

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

EXPERT TEACHER STAGE

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

The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit.
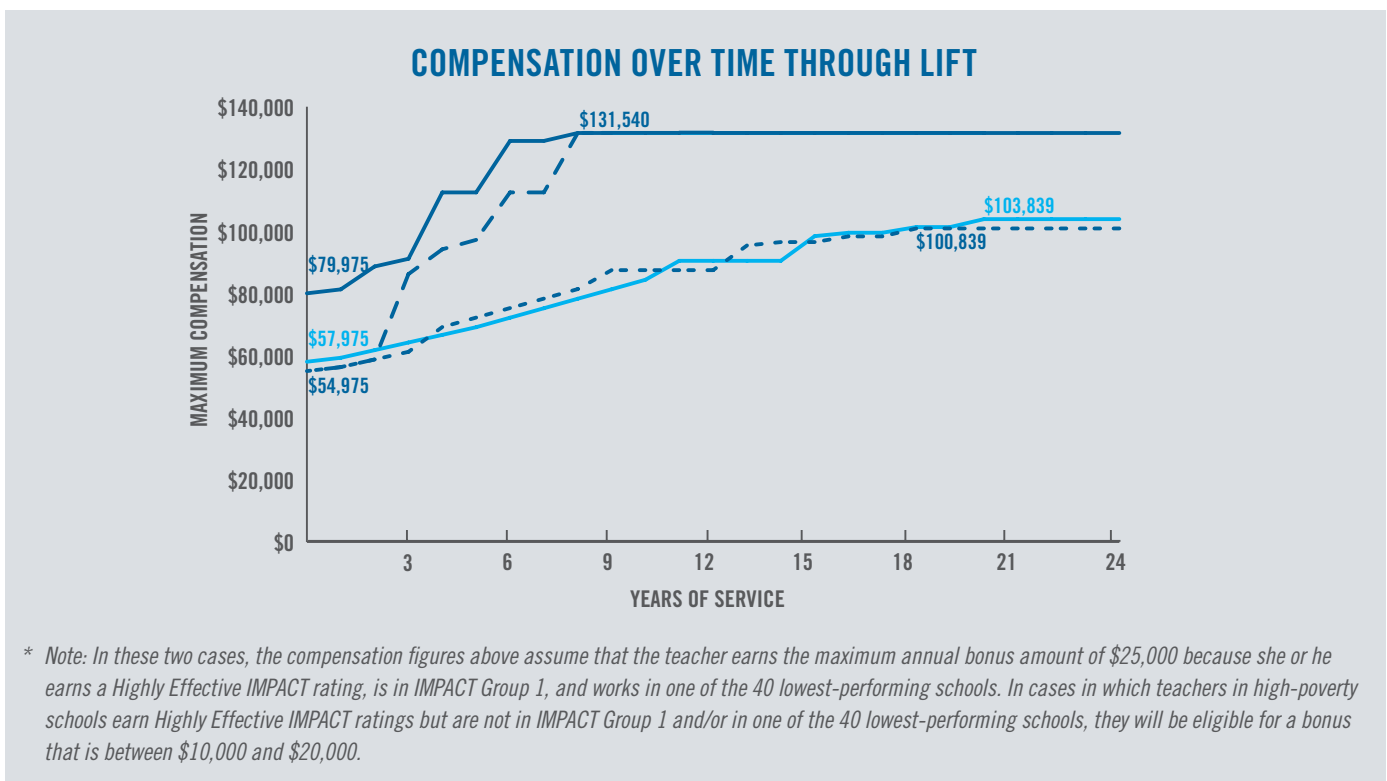
For example, let's imagine that it is the end of the 2012–2013 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2013–2014 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your fifteenth year (10 years + 5 year service credit). In this case, your salary would increase from $75,232 to $92,613 — a base salary increase of more than $17,000.

How will my compensation increase over time through LIFT?

All Effective and Highly Effective teachers will continue to earn the annual step increases outlined in the Washington Teachers' Union contract. However, at the Advanced, Distinguished, and Expert Teacher LIFT stages, teachers will earn significantly larger base salary increases, as outlined above.
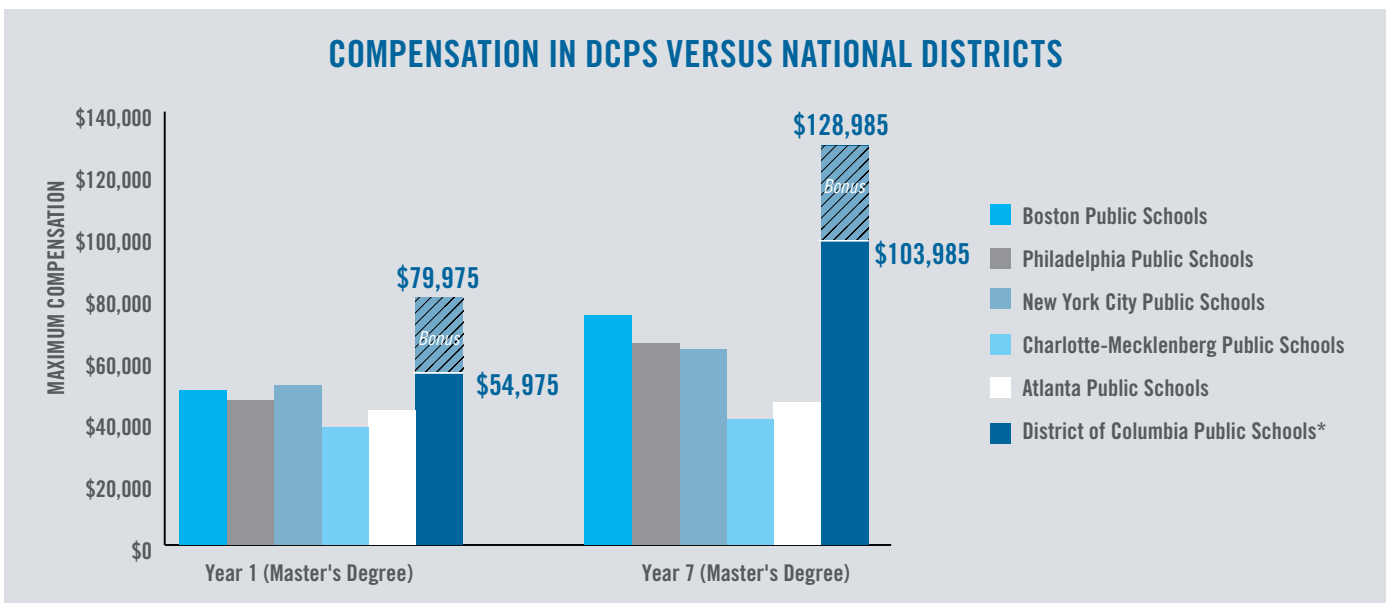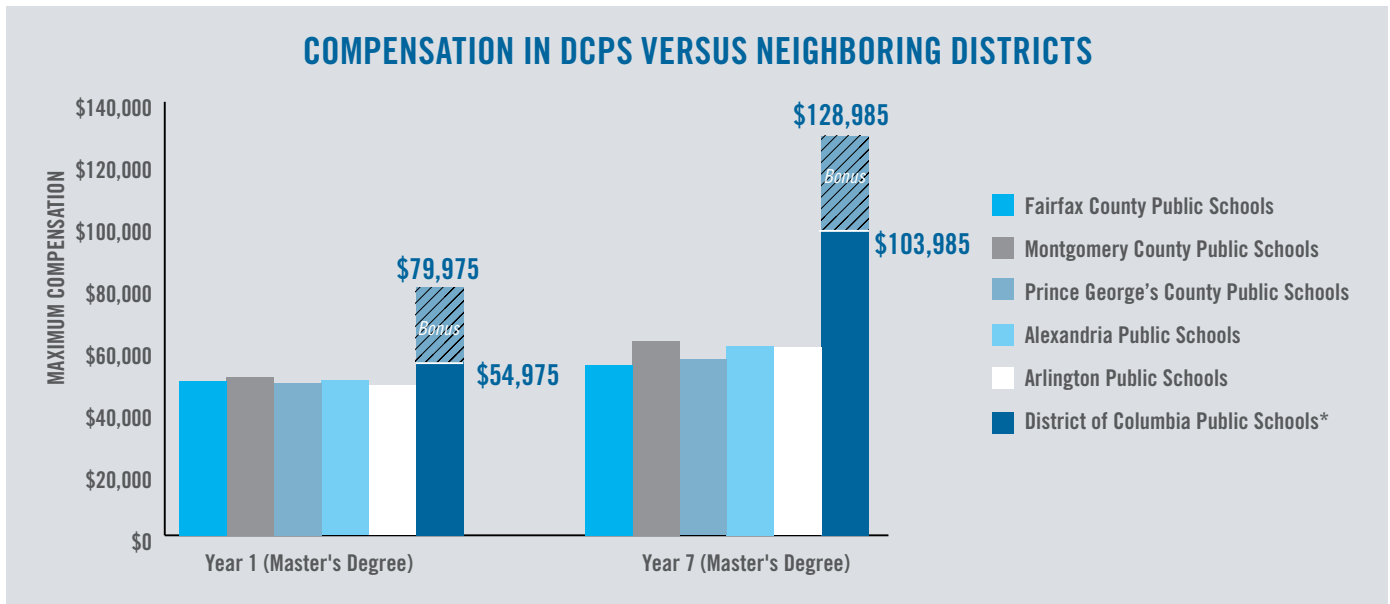
The graph below represents compensation over time for four hypothetical teachers with master's degrees:

Teacher 1: A teacher who consistently earns Highly Effective ratings at a high-poverty school*

Teacher 2: A teacher who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school*

Teacher 3: A teacher who consistently earns Effective ratings at a high-poverty school

Teacher 4: A teacher who consistently earns Highly Effective ratings at a low-poverty school

COMPENSATION OVER TIME THROUGH LIFT

* Note: In these two cases, the compensation figures above assume that the teacher earns the maximum annual bonus amount of $25,000 because she or he earns a Highly Effective IMPACT rating, is in IMPACT Group 1, and works in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in IMPACT Group 1 and/or in one of the 40 lowest-performing schools, they will be eligible for a bonus that is between $10,000 and $20,000.

How are DCPS teachers compensated compared to teachers in other districts?

Outstanding DCPS teachers are compensated at unprecedented levels. As shown in the following figures, DCPS teachers earn significantly more than teachers in other districts in the DC metro area, as well as teachers in similar urban school districts across the country. In fact, teachers' salaries in DCPS exceed those in other districts even without including the annual bonuses and base salary increases that are available to high performers.

COMPENSATION IN DCPS VERSUS NEIGHBORING DISTRICTS

Legend:
- Fairfax County Public Schools
- Montgomery County Public Schools
- Prince George's County Public Schools
- Alexandria Public Schools
- Arlington Public Schools
- District of Columbia Public Schools*

Year 1 (Master's Degree): DCPS $54,975 salary, $79,975 with Bonus
Year 7 (Master's Degree): DCPS $103,985 salary, $128,985 with Bonus

COMPENSATION IN DCPS VERSUS NATIONAL DISTRICTS

Legend:
- Boston Public Schools
- Philadelphia Public Schools
- New York City Public Schools
- Charlotte-Mecklenberg Public Schools
- Atlanta Public Schools
- District of Columbia Public Schools*

Year 1 (Master's Degree): DCPS $54,975 salary, $79,975 with Bonus
Year 7 (Master's Degree): DCPS $103,985 salary, $128,985 with Bonus

* Note: The compensation figures for DCPS reflect the maximum salaries for Highly Effective teachers who earn the maximum annual bonus amount of $25,000 because they are in IMPACT Group 1 and work in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in IMPACT Group 1 and/or in one of the 40 lowest-performing schools, they will be eligible for a bonus that is between $10,000 and $20,000.

Will the service credit count for retirement eligibility?

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

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

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

For example, imagine that you are at the Established Teacher stage during the 2012–2013 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2013–2014 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in 2012–2013 and in 2013–2014 must be high-poverty.

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

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

Am I required to accept the increase in base salary?

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

Andy Le

Michael DeAngelis

Bel Perez Gabilondo

Bel Perez Gabilondo

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

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

CONCLUDING MESSAGE

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

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

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

A CAPITAL COMMITMENT

Strategic Plan 2017 · DISTRICT OF COLUMBIA PUBLIC SCHOOLS