# Non-Itinerant English Language Learner (ELL) Teachers

GROUP 4

# IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2013 2014

Cover photos by Bel Perez Galibondo and Michael DeAngelis

# TABLE OF CONTENTS


2 Letter from the Chancellor

4 Putting Growth First

6 Overview

7 IMPACT Components

72 Supporting Your Success

78 Putting It All Together

82 Concluding Message

# LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the second year of *A Capital Commitment* — our district's five-year plan to dramatically accelerate student achievement — and the fifth year of implementing IMPACT, I am deeply proud of the progress we've made.

I am also humbled and energized by the challenges that lie ahead on the road to meeting our ambitious goals. After many discussions with stakeholders across DCPS, and after much reflection, I've concluded that we must prioritize three areas if we are to be successful in providing our students with the world-class education they deserve.

**First, we need to continue and expand our efforts to ensure that we have the best educators in the nation.** We've done a great deal of work in this area over the past few years — from IMPACT to the WTU contract to new approaches to compensation. The next phase of this work will focus even more on school leader development and on helping our *good* teachers become truly *great.*

**Second, we must intensify our efforts to provide our students with rigorous academic content, focusing in particular on literacy instruction.** While we're already leading the nation in the implementation of the Common Core State Standards, we're going to push even further by adding new staff to schools to support reading instruction, and by investing in training and curricular resources to ensure that every student is reading on or above grade level.

**Third, we need to do more to support engaged and motivated students and families.** We're taking exciting steps on this front — including expanding our work with the Flamboyan Foundation to help our schools develop deeper connections with the families they serve. We're also investing in art, music, foreign language, and physical education teachers to ensure that our students have the opportunity to nourish the full spectrum of their interests.

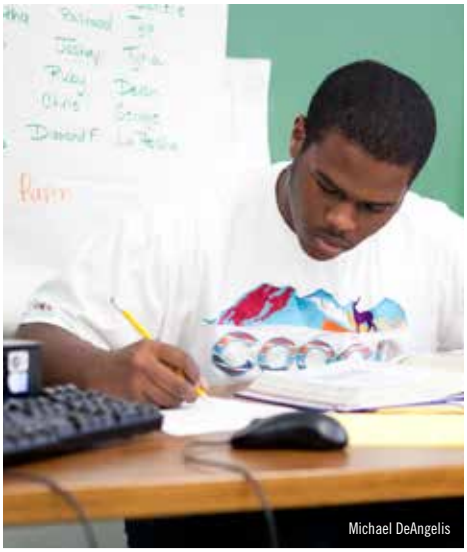
Of course, reaching our goals will require success not just in these three areas, but in *everything* we do. Our students are depending on us all to bring our best every day. And I know we won't let them down.

Sincerely,

Kaya Henderson
*Chancellor, District of Columbia Public Schools*

### 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.



Michael DeAngelis

Simona Monnatti

Bel Perez Gabilondo

# PUTTING GROWTH FIRST

## How does IMPACT support my growth?

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

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

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

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

Michael DeAngelis

Bel Perez Gabilondo

Michael DeAngelis

# GROUP 4: OVERVIEW

## Who is in Group 4?

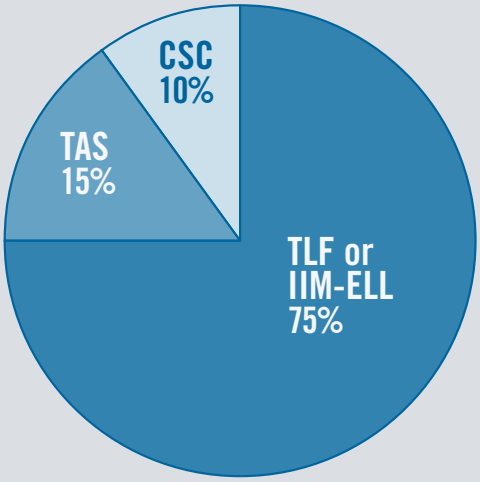
Group 4 consists of all non-itinerant English Language Learner (ELL) teachers.

## What are the IMPACT components for members of Group 4?

There are four IMPACT components for members of Group 4. Each is explained in greater detail in the following sections of this guidebook.

- **Teaching and Learning Framework (TLF) or Individualized Instruction Model – ELL (IIM-ELL)** — 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 75% 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.
- **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 4




- Teaching and Learning Framework (TLF) or Individualized Instruction Model – ELL (IIM-ELL)*
- Teacher-Assessed Student Achievement Data (TAS)
- Commitment to the School Community (CSC)

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

# TLF TEACHING AND LEARNING FRAMEWORK

## What is the Teaching and Learning Framework?

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

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

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

## Who initially developed the Teaching and Learning Framework?

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

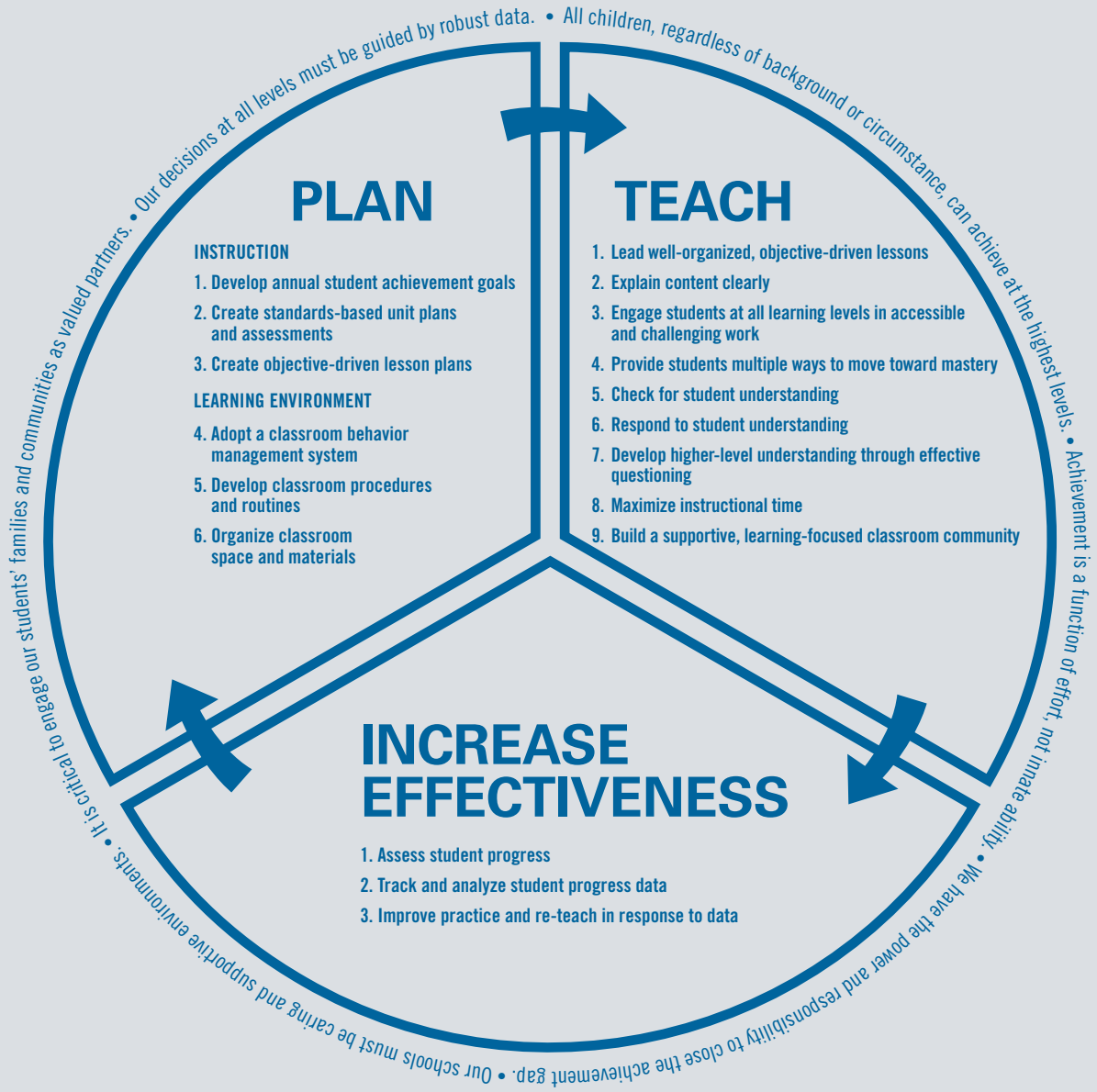
- California's *Standards for the Teaching Profession*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teachers*
- Colorado's *Performance Based Standards*
- Connecticut's *Common Core of Teaching*
- Doug Reeves' *Unwrapping the Standards*
- Grant Wiggins & Jay McTighe's *Understanding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

## What has been the process for developing revisions to the Teaching and Learning Framework over the past school years?

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

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

## TEACHING AND LEARNING FRAMEWORK



## How has the Teaching and Learning Framework changed?

This year's framework is largely unchanged from last year. However, we have added several clarifications in an effort to continuously improve the tool and support consistent interpretation.

**Teach 1**

The first row of Teach 1 captures the most important aspect of this standard; therefore, a note has been added to clarify that the first row should receive the majority of the weight when determining an overall score for Teach 1.

The first row has also been updated to clarify the number of students that must be moving toward mastery at each level of effectiveness. Level 3 now states that each part of the lesson significantly moves *most* students toward mastery of the objective. Level 4 now states that each part significantly moves *all* students toward mastery of the objective.

**Teach 4**

The first row of Teach 4 captures the most important aspect of this standard; therefore, a note has been added to clarify that the first row should receive the majority of the weight when determining an overall score for Teach 4.

**Teach 5**

The second row of Teach 5 captures the most important aspect of this standard; therefore, a note has been added to clarify that the second row should receive the majority of the weight when determining an overall score for Teach 5.

## How are the Teach standards assessed?

The Teaching and Learning Framework provides for a holistic approach to assessment. For each standard, it asks observers to assess which level (4, 3, 2, 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.

## Who will assess my proficiency in the Teaching and Learning Framework?

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

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

No. We are only assessing teachers on the Teach domain during the 2013–2014 school year.

## What is a master educator?

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

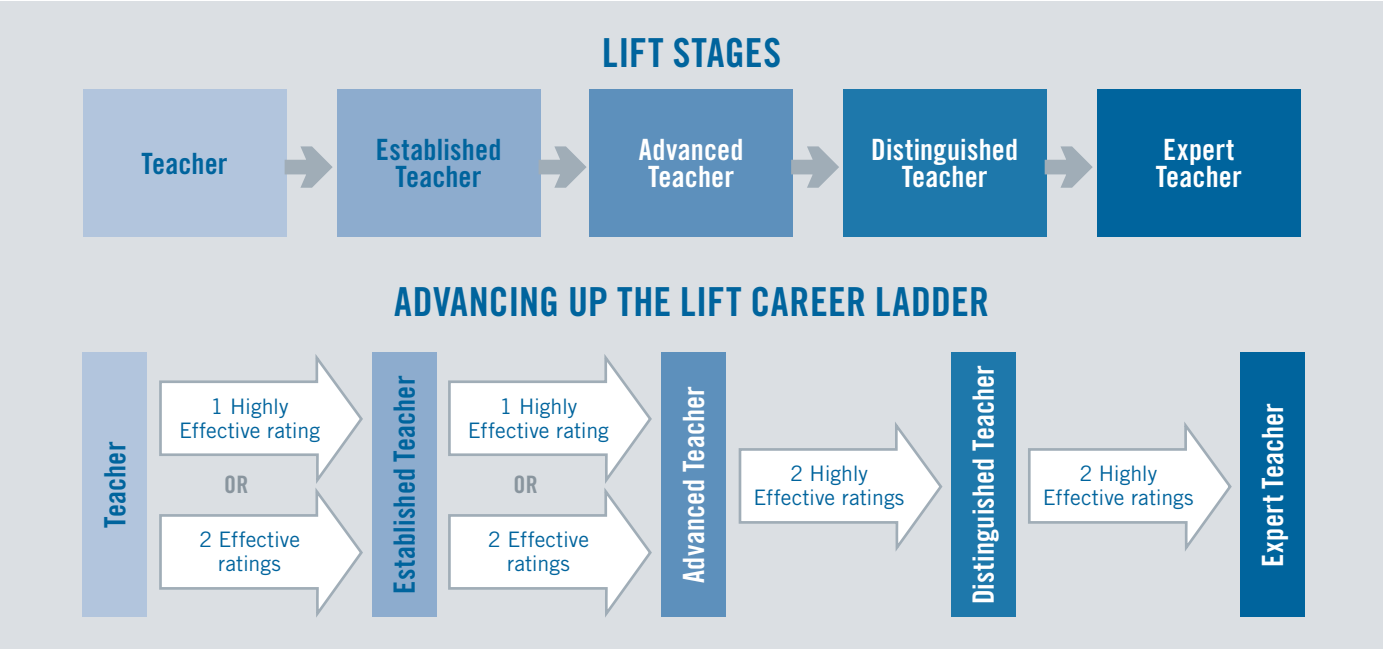
## Where did the idea for the master educators come from?

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

## How many formal observations will I have?

The number of formal observations you receive will depend on your stage in the Leadership Initiative For Teachers (LIFT)* career ladder, as indicated in the table below. 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 |




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

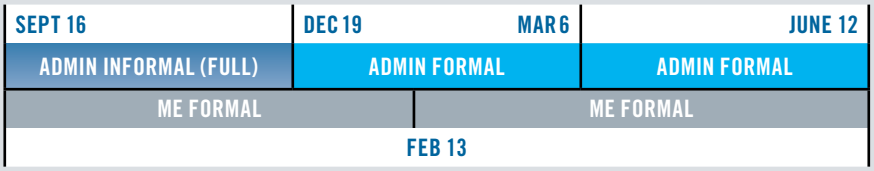
† *Informal observations are explained later in this section.*

## TEACHER STAGE

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

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

**TEACHER OBSERVATION CYCLES**



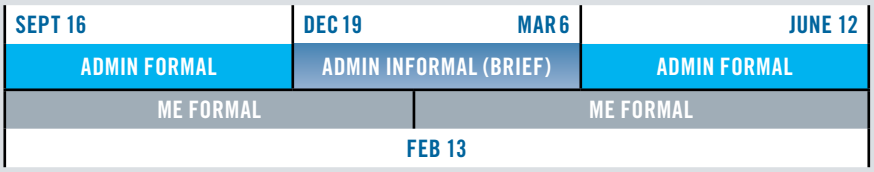

*During Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by December 19, and a formal master educator observation will take place between January 6 and February 13.*

## ESTABLISHED TEACHER STAGE

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

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

**TEACHER OBSERVATION CYCLES**




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

## ADVANCED TEACHER STAGE

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

Teachers at the Advanced Teacher stage will receive **at least three formal observations.** Two of these observations will take place by **December 19**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second master educator observation, unless requested by the teacher. All teachers at this stage will also receive an **informal** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

**TEACHER OBSERVATION CYCLES**

| SEPT 16 | DEC 19 MAR 6 | JUNE 12 |
|---|---|---|
| ADMIN FORMAL | ADMIN INFORMAL (BRIEF) | ADMIN FORMAL |
| ME FORMAL | ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE) | |

## DISTINGUISHED TEACHER STAGE

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

Teachers at the Distinguished Teacher stage will receive **at least two formal observations.** Two of these observations will take place by **December 19**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or second master educator observation, unless requested by the teacher. (Eligible Distinguished teachers may choose to receive a second administrator and second master educator observation, or just a second administrator observation.)

**TEACHER OBSERVATION CYCLES**

| SEPT 16 | DEC 19 | JUNE 12 |
|---|---|---|
| ADMIN FORMAL | ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE) | |
| ME FORMAL | ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE) | |

## EXPERT TEACHER STAGE

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

Teachers at the Expert Teacher stage will receive **at least one formal observation.** This observation will take place by **December 19** and will be conducted by an administrator. If the score from this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or master educator observation, unless requested by the teacher. (Eligible Expert teachers may choose to receive a second administrator and first master educator observation, or just a second administrator observation.)

**TEACHER OBSERVATION CYCLES**

| SEPT 16 | DEC 19 | JUNE 12 |
|---|---|---|
| ADMIN FORMAL | ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE) | |
| | ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE) | |

## When will my formal observations occur?

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

## Will the formal observations be announced or unannounced?

All formal observations will be unannounced.

## How long will the formal observations last?

Each formal observation will last at least 30 minutes.

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

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

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

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

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

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

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

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

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

## How will my formal observations be scored?

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

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

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

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

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

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

*The average of these scores equals 3.5.*

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

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

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

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

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

## What is an informal observation?

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

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

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

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

## May I request additional informal observations?

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

SAMPLE SCORE CHART: **ESTABLISHED TEACHER**

### TEACHING AND LEARNING FRAMEWORK (TLF)

| TEACHING AND LEARNING FRAMEWORK (TLF) | ADMIN CYCLE ENDS 12/19 | ADMIN CYCLE ENDS 6/12 | ME CYCLE ENDS 2/13 | ME CYCLE ENDS 6/12 | OVERALL *(Average of Cycles)* |
|---|---|---|---|---|---|
| **TLF SCORE** *(Average of Teach 1 to Teach 9)* | 3.66 | 3.77 | 3.66 | 3.77 | 3.72 |
| **Teach 1:** Lead Well-Organized Objective-Driven Lessons | 3.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 2:** Explain Content Clearly | 4.0 | 3.0 | 4.0 | 4.0 | |
| **Teach 3:** Engage Students at all Learning Levels | 4.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 4:** Provide Students Multiple Ways to Move Toward Mastery | 3.0 | 4.0 | 3.0 | 4.0 | |
| **Teach 5:** Check for Student Understanding | 4.0 | 4.0 | 4.0 | 3.0 | |
| **Teach 6:** Respond to Student Understanding | 4.0 | 3.0 | 4.0 | 4.0 | |
| **Teach 7:** Develop Higher-Level Understanding | 4.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 8:** Maximize Instructional Time | 3.0 | 4.0 | 3.0 | 4.0 | |
| **Teach 9:** Build a Supportive, Learning-Focused Classroom | 4.0 | 4.0 | 3.0 | 3.0 | |

# PLAN

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| 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. |

# TEACH

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 1 LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*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 all 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 most 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.<br><br>Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective. | The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. For example, 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.<br><br>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, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing. |

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

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

Notes:

1. Because the first row assesses the extent to which the lesson parts move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 1.
2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The lesson is somewhat organized: Some parts of the lesson are not closely connected to each other or aligned to the objective, or some parts do not significantly* move most students toward mastery of the objective.† | The lesson is generally disorganized: Parts of the lesson have no connection to each other, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly* move most students toward mastery of the objective.† |
| The objective of the lesson is clear to some students and conveys what students are learning and what they will be able to do as a result of the lesson, but it is not clear to others. For example, the teacher might state the objective, but students' comments, actions, or work products suggest that not all students understand what they are learning or what they will be able to do as a result of the lesson. | The objective of the lesson is not clear to students, or does not convey what students are learning or what they will be able to do as a result of the lesson. For example, students might be unclear or confused about what they are learning and doing, or the objective stated or posted might not connect to the lesson taught. |
| Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding. | Students do not understand the importance of the objective. |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 2 EXPLAIN CONTENT CLEARLY** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*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.<br><br>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 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.<br><br>Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary. | The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. |
| The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.<br><br>Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher's explanations. | The teacher emphasizes key points when necessary, such that students understand the main ideas of the content. |
| Students show that they understand the explanations.<br><br>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 makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content. | The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content. |

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

Notes:

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*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 teacher generally gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary. | The teacher gives unclear or imprecise definitions, or does not use a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so. |
| The teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content. | The 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 teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building student understanding of content. | The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building student understanding of content. |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 3 ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are. | The teacher makes the lesson accessible to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or annotated notes) in order to ensure that students are able to access the lesson. |
| The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are. | The teacher makes the lesson challenging to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or extension assignments) in order to ensure that all students are challenged by the lesson. |
| 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. |

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

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 4 PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content.<br><br>During the lesson students also are developing deep understanding of the content. | The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. For particular types of lessons, this might only entail giving students two ways to engage with content (e.g., Socratic Seminar might involve verbal/linguistic and interpersonal ways), while many types of lessons should involve three ways or more. |
| 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. | 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. |

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

Notes:

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The teacher provides students multiple ways to engage with content,* and most ways move students toward mastery of lesson content. For example, in a lesson introducing fractions, a teacher might include an auditory way that does not move students toward mastery, but might also provide visual and kinesthetic ways that do move students toward mastery of lesson content. | The teacher provides students multiple ways to engage with content,* but most ways do not move students toward mastery of lesson content; or, the teacher only provides students one way to engage with content. |
| The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; most students respond positively and are actively involved in the work. | 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. |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 5 CHECK FOR STUDENT UNDERSTANDING** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The teacher checks for understanding of content at all key moments. | The teacher checks for understanding of content at almost all key moments (e.g., when checking is necessary to inform instruction going forward, such as after each key point, before transitions between lesson activities, or partway through the independent practice). |
| 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 a whole class check, or uses methods such as exit slips or whiteboards to provide information about a range of students. |

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

Notes:

1. Because the second row assesses the effectiveness of the checks for understanding, which is the most important aspect of this standard, the second row should receive the majority of the weight when determining an overall score for Teach 5.

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

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

4. All of the techniques below can be effective checks for understanding if they are well-executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate "pulse" of the class's understanding at a key moment.
   - Asking questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
   - Asking students to respond on white boards; using exit slips, constructed responses, stop 'n' jots, or other written checks
   - Circulating and observing individual students' or small groups' work
   - Conferencing with individual students or small groups
   - Using role-playing, four corners, or other tactile/kinesthetic checks

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The teacher checks for understanding of content at some key moments. | The teacher checks for understanding of content at few or no key moments. |
| The teacher sometimes gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.* | 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.* |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 6 RESPOND TO STUDENT UNDERSTANDING** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*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.* | 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 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.<br><br>The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer to see how students respond) or recognizes a student response as a common misunderstanding and shares it with the class to lead all students to a more complete understanding.† | 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, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding. |
| The teacher always probes students' correct responses, when appropriate, to ensure student understanding. | The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer. |

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

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

Notes:

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*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 probes students' correct responses, when appropriate, to ensure student understanding. | The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand. |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

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

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

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

Notes:

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).

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

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop most students' higher-level understanding. | The teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks that are increasingly complex that develop most students' higher-level understanding. |
| After posing a question or task, the teacher 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 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.† |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 8 MAXIMIZE INSTRUCTIONAL TIME** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*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 some students share responsibility for leading the operations and routines in the classroom. | Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities. |
| Students always have something meaningful* to do.<br><br>Lesson pacing also is student-directed or individualized, when appropriate. | Students always have something meaningful* to do. |
| The teacher spends an appropriate amount of time on each part of the lesson. | The teacher spends an appropriate amount of time on each part of the lesson. |
| Inappropriate or off-task student behavior never interrupts or delays the lesson, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. | Inappropriate or off-task student behavior rarely interrupts or delays the lesson. |

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| Routines, procedures, and transitions require significant teacher prompting and direction; students are sometimes unclear about what they should be doing and frequently ask questions or require the teacher to repeat directions. | Routines and procedures are not evident or are generally ineffective; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions. |
| There are brief periods of time when students have nothing meaningful* to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early). | There are significant periods of time when students have nothing meaningful* to do. |
| The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary. | The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson. |
| Inappropriate or off-task student behavior sometimes interrupts or delays the lesson. | Inappropriate or off-task student behavior frequently interrupts or delays the lesson. |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **TEACH 9 BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| Students are invested in their work and value academic success.<br><br>Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher. | 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 classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly. | The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly. |
| Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions. | Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions. |
| The teacher meaningfully reinforces positive behavior and good academic work, when appropriate.<br><br>Students also give unsolicited praise or encouragement to their peers, when appropriate. | The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise. |
| 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.<br><br>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 the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.*

Notes:

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*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, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer. | The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers. |
| Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the teacher, but not to their peers. | Students are frequently disrespectful of the teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the teacher or their peers are speaking. |
| The teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way. | The teacher rarely or never reinforces positive behavior and good academic work; 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. |

# TEACHING AND LEARNING FRAMEWORK (TLF)

*NOTE: In 2013–2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.*

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

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

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

## What is the Individualized Instruction Model – ELL?

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

## Why was the IIM-ELL rubric developed?

Sometimes, an English Language Learner 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-ELL 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 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-ELL 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 English Language Learner 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-ELL be assessed?

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

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

Bel Perez Gabilondo

Michael DeAngelis

Brian Tropiano

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

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

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 1 LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| Each part of the ELL teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly* moves all students toward mastery of the objective.† | Each part of the ELL teacher's support is well-organized: All parts of the teacher's specialized instruction are aligned to the objective, and each part significantly* moves most students toward mastery of the objective.† |
| The ELL teacher modifies the lesson objective as necessary to ensure that it is clear to the students s/he is supporting, is appropriate to their English language proficiency levels, and conveys what students are learning and what they will be able to do as a result of the lesson.<br><br>Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective. | The ELL teacher modifies the lesson objective as necessary to ensure that it is clear to the students s/he is supporting, is appropriate to their English language proficiency levels, and conveys what students are learning and what they will be able to do as a result of the lesson. For example, the ELL teacher might clearly reframe the objective within the context of the students' individual interests, strengths, and English language proficiency levels, 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.<br><br>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 ELL teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or, students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing. |

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

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

Notes:

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The ELL teacher's support is somewhat organized: Some parts of the teacher's specialized instruction are not aligned to the objective, or some parts do not significantly* move most students toward mastery of the objective.† | The ELL teacher's support is generally disorganized: Students are confused about what to do, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly* move most students toward mastery of the objective.† |
| The ELL 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 ELL teacher might explain the objective using language that is not developmentally appropriate. | The ELL 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 ELL 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. Neither the general education teacher nor the ELL teacher effectively explain the importance of the objective. |

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

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 2 EXPLAIN CONTENT CLEARLY** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*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.<br><br>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 ELL 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.<br><br>Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary. | The ELL 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 ELL teacher emphasizes key points when necessary, such that students understand the main ideas of the content.<br><br>Students also can authentically explain the main ideas of the content beyond simply repeating the teacher's explanations. | The ELL teacher emphasizes key points when necessary, such that students understand the main ideas of the content. |
| Students show that they understand the explanations.<br><br>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 ELL 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 ELL 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 ELL teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the ELL teacher should receive a Level 1 for this standard.
3. In general, code-switching (immediately translating from one language to another) or explaining a concept in the students' native language is not an appropriate technique to use as a first strategy for explaining content clearly. Teachers should first use other techniques, such as demonstrating or modeling, speaking more slowly, or using a visual. An ELL teacher might, however, engage students in a purposeful "bridging language" activity at strategic points (e.g. developing students' understanding of relevant cognates, looking at similarities/differences in language structure between two languages, or comparing cultural norms/traditions).

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*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 ELL 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 ELL 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 ELL teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content. | The ELL 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 ELL 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 ELL teacher rarely or never makes 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. |

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 3 ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The ELL 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 ELL teacher makes the lesson accessible to almost all students s/he is supporting; there is evidence that the ELL teacher knows each student's language proficiency and skill levels and ensures that the lesson meets almost all students where they are. For example, when appropriate, the ELL teacher might differentiate content, process, or product (using strategies that might include re-teaching vocabulary, having students use manipulatives, providing students with language support in the form of sentence starters or sentence frames, 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 ELL 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 ELL teacher makes the lesson challenging to almost all students s/he is supporting; there is evidence that the ELL teacher knows each student's language proficiency and skill levels and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the ELL teacher frequently returns to previously taught material and provides meaningful ways for students to access and use content area language. |
| 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 ELL teacher might instead provide meaningful opportunities for students to practice so that they can gradually build independence with the skill. |

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The ELL 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 ELL teacher is supporting. |
| The ELL 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 ELL 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 ELL 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 ELL teacher; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction. |

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 4 PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The ELL teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and all supports are matched to the students' English language proficiency levels and move students toward mastery of lesson content.<br><br>During the lesson students also are developing deep understanding of the content. | The ELL teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and all supports are matched to the students' English language proficiency levels and 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 ELL teacher might have some students read each step aloud and then check for understanding. |
| The supports the ELL 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 ELL teacher provides are appropriate to the needs of all of the students s/he is supporting; almost all students respond positively and are actively involved in the work. |

* *The ELL 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, an ELL teacher might show students images of real-life three-dimensional shapes and use a graphic organizer to help students more efficiently use steps to find the areas and volumes of these shapes. Though both of these target the visual learning modality, they provide different ways of engaging with the same content and the teacher should receive credit if both move students toward mastery of lesson content.*

Notes:

1. Because the first row assesses the extent to which the ways of engaging students move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for IIM-ELL 4.

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

3. If the ELL 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 ELL teacher to receive a Level 3 score.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The ELL teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* and most supports are matched to the students' English language proficiency levels and move students toward mastery of lesson content. | The ELL teacher supports the general education teacher's efforts to provide students multiple ways to engage with content,* but most supports do not match the students' English language proficiency levels or 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 ELL teacher does not attempt to provide a second way to engage with the content. |
| The supports the ELL teacher provides are appropriate to the needs of all of the students s/he is supporting; most students respond positively and are actively involved in the work. | The supports the ELL 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. |

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 5 CHECK FOR STUDENT UNDERSTANDING** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The ELL teacher checks for understanding of content at all key moments. | The ELL 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 ELL 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 ELL teacher almost always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.* |

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

Notes:

1. Because the second row assesses the effectiveness of the checks for understanding, which is the most important aspect of this standard, the second row should receive the majority of the weight when determining an overall score for IIM-ELL 5.

2. The ELL 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 ELL teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable the ELL teacher to get the "pulse" of the class. Or, if the ELL 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 ELL teacher gained enough information to be able to adjust subsequent instruction.

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

4. All of the techniques below can be effective checks for understanding if they are well executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. An ELL 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**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The ELL teacher checks for understanding of content at some key moments. | The ELL teacher checks for understanding of content at few or no key moments. |
| The ELL 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 ELL 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.* |

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 6 RESPOND TO STUDENT UNDERSTANDING** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| When students demonstrate misunderstandings or partial understandings, the ELL teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* | When students demonstrate misunderstandings or partial understandings, the ELL teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the ELL 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 ELL 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.<br><br>The ELL 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 ELL 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 ELL 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 ELL teacher always probes students' correct responses, as appropriate, to ensure student understanding. | The ELL teacher almost always probes students' correct responses, as appropriate, to ensure student understanding. For example, the ELL 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 ELL teacher should likely re-teach the concept to certain students or the whole class, as appropriate.*

† *In some cases, the ELL 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 an ELL 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**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| When students demonstrate misunderstandings or partial understandings, the ELL teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* | When students demonstrate misunderstandings or partial understandings, the ELL teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* |
| The ELL 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 ELL 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 ELL teacher sometimes probes students' correct responses, as appropriate, to ensure student understanding. | The ELL teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the ELL teacher spends a significant portion of the lesson teaching material that students already understand. |

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 7 DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| The ELL 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 ELL 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 ELL teacher always uses appropriate strategies to ensure that students move toward higher-level understanding. | After posing a question or task, the ELL 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 ELL 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 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 an ELL teacher to persist in using these strategies with individual students (e.g., if an ELL 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 ELL 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 an ELL 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, an ELL 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).

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*The following best describes what is observed:* |
| The ELL 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 ELL 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 ELL teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding. | After posing a question or task, the ELL 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). An ELL 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 students of all linguistic levels can be asked higher-level probes that target their zones of proximal development. For example, a Level 1 newcomer student might be asked to infer how a character is feeling by pointing to illustrated word cards and then pointing to appropriate text illustrations as evidence of reasoning. The teacher might also engage students in developing higher-level understanding of the language of the lesson. For example, the teacher might ask students to examine similarities and differences within expressions or vocabulary, examine the change in meaning by replacing a letter or word within their work with a different letter or word, or the teacher might encourage students to categorize or classify language.

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

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 8 MAXIMIZE INSTRUCTIONAL TIME** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*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 ELL teacher are orderly, efficient, and systematic with minimal prompting from the ELL teacher; some students share responsibility for the operations and routines in the classroom, and all students know how they can get help from the ELL teacher. | Routines and procedures for providing support to students within the co-taught environment (e.g., a procedure for checking in with the ELL teacher) run smoothly with some prompting from the ELL teacher, and transitions between receiving instruction from the general education teacher and receiving specialized instruction from the ELL teacher are generally smooth with some direction from the ELL teacher; students generally know their responsibilities and how they can get help from the ELL teacher. |
| Students always have something meaningful* to do.<br><br>Lesson pacing also is student-directed or individualized, when appropriate. | Students always have something meaningful* to do. |
| The ELL teacher spends an appropriate amount of time providing support on each part of the lesson. | The ELL 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 ELL 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 ELL teacher has clearly put in place behavioral supports to help raise the students' awareness of their behavioral needs and provide meaningful incentives to help the students improve. For example, systems for tracking behavior over time are implemented, and students receive frequent and immediate feedback on their behavior. |

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*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 ELL teacher require significant ELL teacher prompting and direction; students are sometimes unclear about what they should be doing or how they can get help from the ELL teacher. | Routines and procedures for providing support to students within the co-taught environment are not evident or are generally ineffective; the ELL 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 ELL teacher are disorderly and inefficient, students are unclear about what they should be doing, or students rarely follow the ELL teacher's directions. |
| There are brief periods of time when students have nothing meaningful* to do (e.g., while the ELL 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 ELL teacher spends too much or too little time on one part of the lesson. For example, the ELL teacher might continue to provide instruction on a skill after all of her/his students have clearly mastered this skill. | The teacher spends too much or too little time providing support on more than one part of the lesson; or the ELL teacher spends significantly too much or too little time providing support on one part of the lesson. For example, the ELL 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 ELL 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 ELL teacher has put any behavioral supports in place. |

# IIM-ELL INDIVIDUALIZED INSTRUCTION MODEL – ELL

| LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|
| **IIM-ELL 9 BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY** | |
| **Highly Effective**<br>*The following best describes what is observed:* | **Effective**<br>*The following best describes what is observed:* |
| Students are invested in their work and value academic success.<br><br>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 ELL 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 ELL 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 ELL 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 ELL 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 ELL 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 ELL 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 ELL teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions. |
| The ELL teacher meaningfully reinforces positive behavior and good academic work, when appropriate.<br><br>Students also give unsolicited praise or encouragement to their peers, when appropriate. | The ELL teacher meaningfully reinforces positive behavior and good academic work as appropriate. For example, the ELL teacher offers students specific praise. |
| The ELL 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.<br><br>There is also evidence that the ELL teacher has strong, individualized relationships with some students in the class. For example, the ELL teacher might demonstrate personal knowledge of students' lives, interests, and preferences. | The ELL 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 an ELL teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or the ability of other students to respond.*

Note:

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

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| **Minimally Effective**<br>*The following best describes what is observed:* | **Ineffective**<br>*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 ELL teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the ELL teacher, but not to their peers. | Students are frequently disrespectful to the ELL teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the ELL teacher or their peers are speaking. |
| The ELL teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way. | The ELL teacher rarely or never reinforces positive behavior and good academic work, or does so for only a few students. |
| The ELL 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 ELL teacher and the students, or there is evidence that the ELL teacher has a negative rapport with some students. |

# TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

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

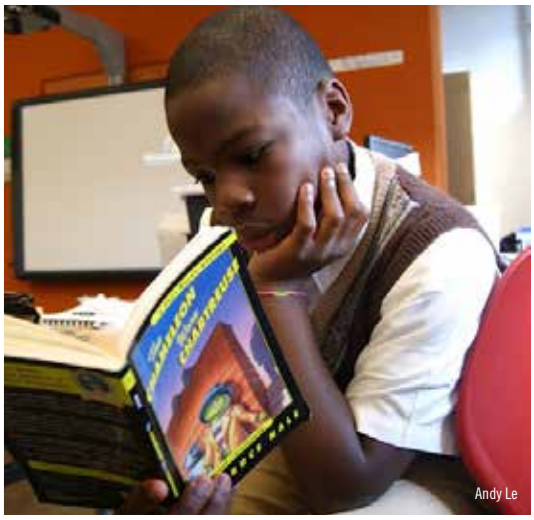
In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section. The deadline for submitting TAS scores is the last day of school.*

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.

* *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.

# TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| TAS 1 | TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA | |
| | Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 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. The scores will then be averaged together, taking into account the weights that administrators and teachers assigned to each assessment when setting TAS goals at the beginning of the year.

Andy Le

Andy Le

| LEVEL 2 | LEVEL 1 (LOWEST) |
| --- | --- |
| 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. | 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

# CSC COMMITMENT TO THE SCHOOL COMMUNITY

## What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; 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 19 and the second by June 19.

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

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

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

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

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

SAMPLE SCORE CHART

### COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

| COMMITMENT TO THE SCHOOL COMMUNITY (CSC) | CYCLE ENDS 12/19 | CYCLE ENDS 6/19 | OVERALL *(Average of Cycles)* |
|---|---|---|---|
| **CSC SCORE** *(Average of CSC 1 to CSC 5)* | 3.40 | 3.60 | 3.50 |
| **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

Michael DeAngelis

Bel Perez Gabilondo

Bel Perez Gabilondo

Michael DeAngelis

Michael DeAngelis

Bel Perez Gabilondo

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

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

# CSC COMMITMENT TO THE SCHOOL COMMUNITY

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **CSC 1** | **SUPPORT OF THE LOCAL SCHOOL INITIATIVES** | |
| | Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives. | Individual **consistently** supports the local school initiatives in an effective manner. |
| | *Examples of local 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. |

# CSC COMMITMENT TO THE SCHOOL COMMUNITY

| | 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

# CP CORE PROFESSIONALISM

## What is Core Professionalism?

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

## How will my Core Professionalism be assessed?

Your administrator (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 19 and the second by June 19.

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

## How will my Core Professionalism be scored?

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

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

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

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

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

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

SAMPLE SCORE CHART

**CORE PROFESSIONALISM (CP)**

| CORE PROFESSIONALISM (CP) | CYCLE ENDS 12/19 | CYCLE ENDS 6/19 | 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

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

Bel Perez Gabilondo

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.

# CP CORE PROFESSIONALISM

| | MEETS STANDARD | SLIGHTLY BELOW STANDARD |
|---|---|---|
| **CP 1** | **ATTENDANCE** | |
| | Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). | Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). |
| **CP 2** | **ON-TIME ARRIVAL** | |
| | Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). | Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). |
| **CP 3** | **POLICIES AND PROCEDURES** | |
| | Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, 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.

# SUPPORTING YOUR SUCCESS

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

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

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

### CURRICULAR RESOURCES

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)**

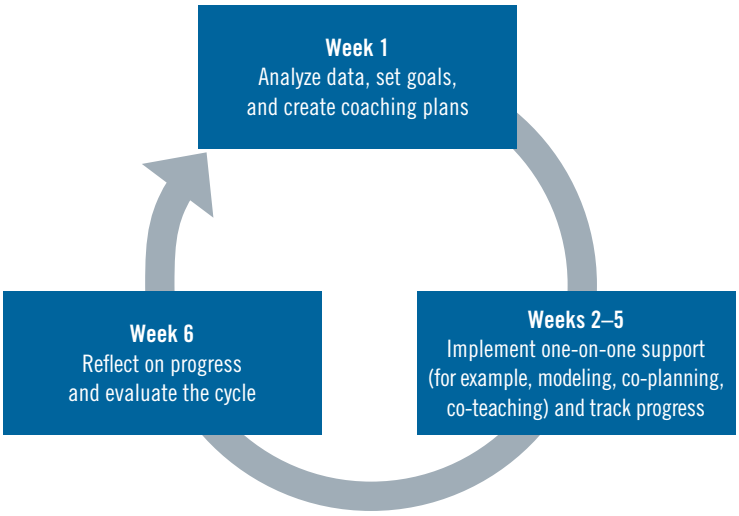
| SCHOOL YEAR | GRADES/CCSS FOCUS | IMPLEMENTATION PLAN |
|---|---|---|
| 2011–2012 | K–12 READING<br>6–12 LITERACY IN CONTENT AREAS (RH/RST)<br>K–2 MATHEMATICS | **Implementation Focus:** K–12 English Language Arts teachers will teach the CCSS-ELA and K–2 teachers will teach the CCSS-Mathematics |
| | | **Professional Development Focus:** Foundational reading, CCSS-ELA instructional shifts, K–2 CCSS-Mathematics |
| 2012–2013 | 3–12 MATHEMATICS<br>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<br>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.




"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 observation and discuss strengths and areas for growth according to the Teaching and Learning Framework. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. Shortly after these conferences, teachers may view their final written reports, including scores and comments for each of the nine Teach standards, by logging into the IMPACT database at http://impactdcps.dc.gov.

During the 2013–2014 school year, master educators will provide intensive support to new teachers in the targeted 40 schools as part of the DCPS five-year strategic plan, *A Capital Commitment.* Master educators will also lead content-specific collaborative learning cycles for teachers across the district.

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

Renae Ramble, Teacher, Jefferson Middle School,
*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, such as the Teach Resource Sets, from the Educator Portal+.

## 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 post-observation conferences, administrators and master educators may refer teachers to videos that are relevant to particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

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

Victoria Tyson, School Without Walls SHS

Sabrina Malone, Houston ES

Lakia Kenan, Orr ES

William Taylor, Wheatley EC

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.

## MEET-UP GROUPS

Meet-up Groups allow teachers to convene 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 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 and the Washington Teachers' Union. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at http://dcps.schoolnet.com. Instructional coaches or principals can provide login information.

## EDUCATOR PORTAL+

Educator Portal+ is an online platform where DCPS educators can access differentiated professional development resources aligned to the Teaching and Learning Framework. 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 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, unit overviews, learning modules, and more

Access these resources and sign up for relevant events and announcements by visiting http://www.educatorportalplus.com 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 ENGLISH LANGUAGE LEARNER (ELL) TEACHERS

The Office of Bilingual Education (OBE) provides professional development on topics including teaching reading to ELLs, best practices for English as a Second Language (ESL) and dual language classrooms, technology, ELL assessment, and more.

Additionally, at the request of principals, OBE can provide school-based professional development on strategies related to working with ELLs. Past session titles have included Active ESL Co-Teaching, Sheltered Instruction Observation Protocol (SIOP), Introduction to Dual Language Education, Using the English Language Proficiency Standards, and Assessing ELL Writing.

For a schedule of current course offerings and other announcements, policies, and resources, visit the ESL and dual language pages on the 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 Meet-up Groups that are designed to connect teachers in the same grade level or subject area across the district.

## FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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.

# 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 (TLF) or Individualized Instruction Model – ELL (IIM-ELL) | 3.72 | x 75 | = 279.0 |
| Teacher-Assessed Student Achievement Data (TAS) | 4.00 | x 15 | = 60.0 |
| Commitment to the School Community (CSC) | 3.50 | x 10 | = 35.0 |
| **TOTAL** | | | **374** |

### Step 3

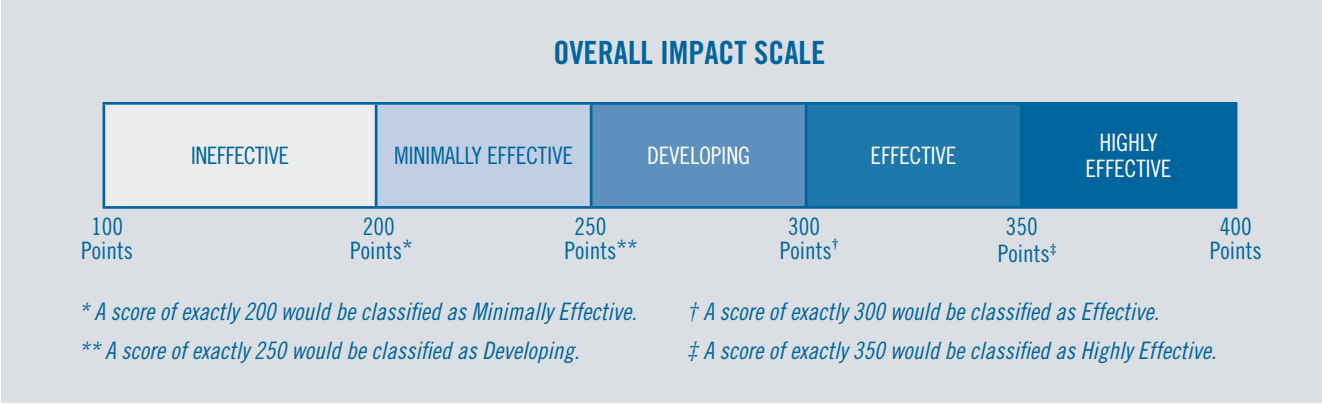
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

### Step 4

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

## Step 5

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




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 and compensation.

**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.

**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.

## Where can I find information about the IMPACT*plus* performance-based compensation system?

For information about IMPACT*plus,* visit the IMPACT section of the DCPS website at dcps.dc.gov.

### 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.

### 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.

# CONCLUDING MESSAGE

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

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

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

# NOTES

# NOTES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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