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

# IMPACT

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

## 2010–2011

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**GROUP 6**
**Shared Special Subject Teachers**

Michael DeAngelis

Simona Monnatti

On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

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

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Bel Perez Gabilondo

# Dear DCPS Community,

Over the past three years, our district has made unprecedented gains in student achievement. As we learned earlier this year, on the National Assessment of Educational Progress (NAEP), our fourth graders *led the nation* in reading growth and outperformed *all other urban school systems* in math growth. This extraordinary news is a direct result of your tireless efforts on behalf of our students.

I know that it is incredibly challenging to be an effective educator in DCPS and that you continue to face obstacles every day. But I also know that you are determined to overcome these difficulties, and I admire you tremendously for refusing to lower your standards.

Thank you.

As we reflect upon our achievements, we must also recognize that we still have far to go. None of us is satisfied when so many of our students are still below grade level in both reading and math. We introduced the Teaching and Learning Framework and IMPACT last year as a central part of our strategy to change this unacceptable reality. Our goal was to provide a common language for instruction, a clear set of performance expectations, and the beginnings of a comprehensive system for guidance and support.

I recognize that many of you found these changes to be challenging at first and that neither the framework nor IMPACT was perfect. This is why we embarked upon an extraordinary effort to gather feedback from as many members of the DCPS community as possible. In more than 100 feedback sessions, our IMPACT team engaged in individual and small group conversations with over 1,000 teachers, administrators, and other school-based staff members in every part of the district. I want to thank all of you who took the time to participate in this effort.

We heard you.

In response to your feedback, we made a number of substantive changes. We made the Teaching and Learning Framework more flexible to better honor the art and complexity of teaching. We revised the non-teaching rubrics to be more specific and more aligned to your actual job responsibilities. We added a new standard to the Commitment to School Community rubric to honor your efforts to build partnerships with families. And we clarified how student achievement would be measured in non-DC CAS grades and subjects. These are just a few of the many modifications we made based on your feedback.

Because of your input, I know that the Teaching and Learning Framework and IMPACT are stronger, clearer, and more aligned to our goal of ensuring an excellent education for every child in the nation's capital. This is one of the many reasons I am so excited about our potential for even greater student achievement gains this school year.

Thank you again for your commitment to excellence in all eight wards of this city. I am inspired by your passion and deeply grateful for the difference you make in our children's lives.

Sincerely,

**Michelle Rhee**
*Chancellor, District of Columbia Public Schools*

# PUTTING GROWTH FIRST

## How does IMPACT support my growth?

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

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. Over the past year, we have worked to ensure that the performance metrics and supporting rubrics are clearer and more 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.

## What are the school system's plans for professional development?

Professional development is vital to our collective success and to our belief in continuous improvement. The best schools are focused on the learning of children *and* adults. This is why we are working aggressively to provide you with outstanding support.

To start, over the past three years, we have dramatically increased spending on professional development. We have also fully implemented the instructional coach program for teachers and have provided a significant amount of differentiated training for other school-based employees.

We are even more excited, though, about our plans for the future. This year, in collaboration with the Washington Teachers' Union, we will be piloting new professional development centers and an expanded mentoring program. We will also be planning a first-of-its-kind online professional development platform, which will offer a wealth of resources to help you improve. For example, teachers will eventually have access to video clips of exemplary practice as well as lesson plans and assessment tools. In addition, educators will be able to connect with one another to develop virtual professional learning communities.

All of these efforts will be guided by the performance data we receive from IMPACT, ensuring that our professional development is targeted to *your* unique needs.

Bel Perez Gabilondo

# GROUP 6: OVERVIEW

## Who is in Group 6?

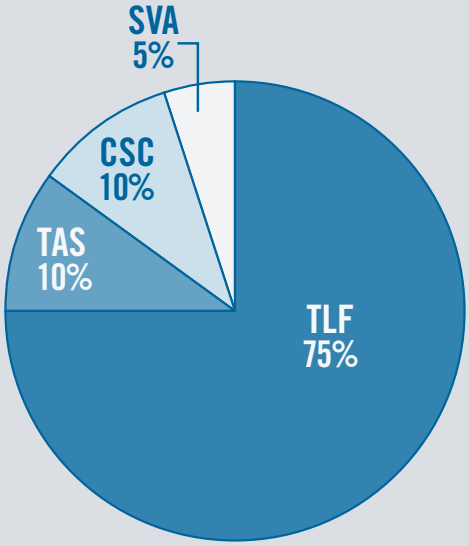
Group 6 consists of shared special subject teachers.

## What are the IMPACT components for members of Group 6?

There are five IMPACT components for members of Group 6. Each is explained in greater detail in the following sections of this guidebook.

- **Teaching and Learning Framework (TLF)** — This is a measure of your instructional expertise. Because you are shared between two schools, your overall TLF score will be the average of your scores from two administrator observations and one master educator observation from *each* school. 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. Because you are shared between two schools, your overall TAS score will be the average of the scores you receive from each school. This component makes up 10% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. Because you are shared between two schools, your overall CSC score will be the average of the scores you receive from each school. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. Because you are shared between two schools, your overall SVA score will be the average of the scores you receive from each school. This component makes up 5% 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 6




- Teaching and Learning Framework (TLF)
- Teacher-Assessed Student Achievement Data (TAS)
- Commitment to the School Community (CSC)
- School Value-Added Student Achievement Data (SVA)*

**In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for one of your schools, the SVA score from your other school will be used. If, however, SVA is not available for either of your schools, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.*

# TEACHING AND LEARNING FRAMEWORK (TLF)

## 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?

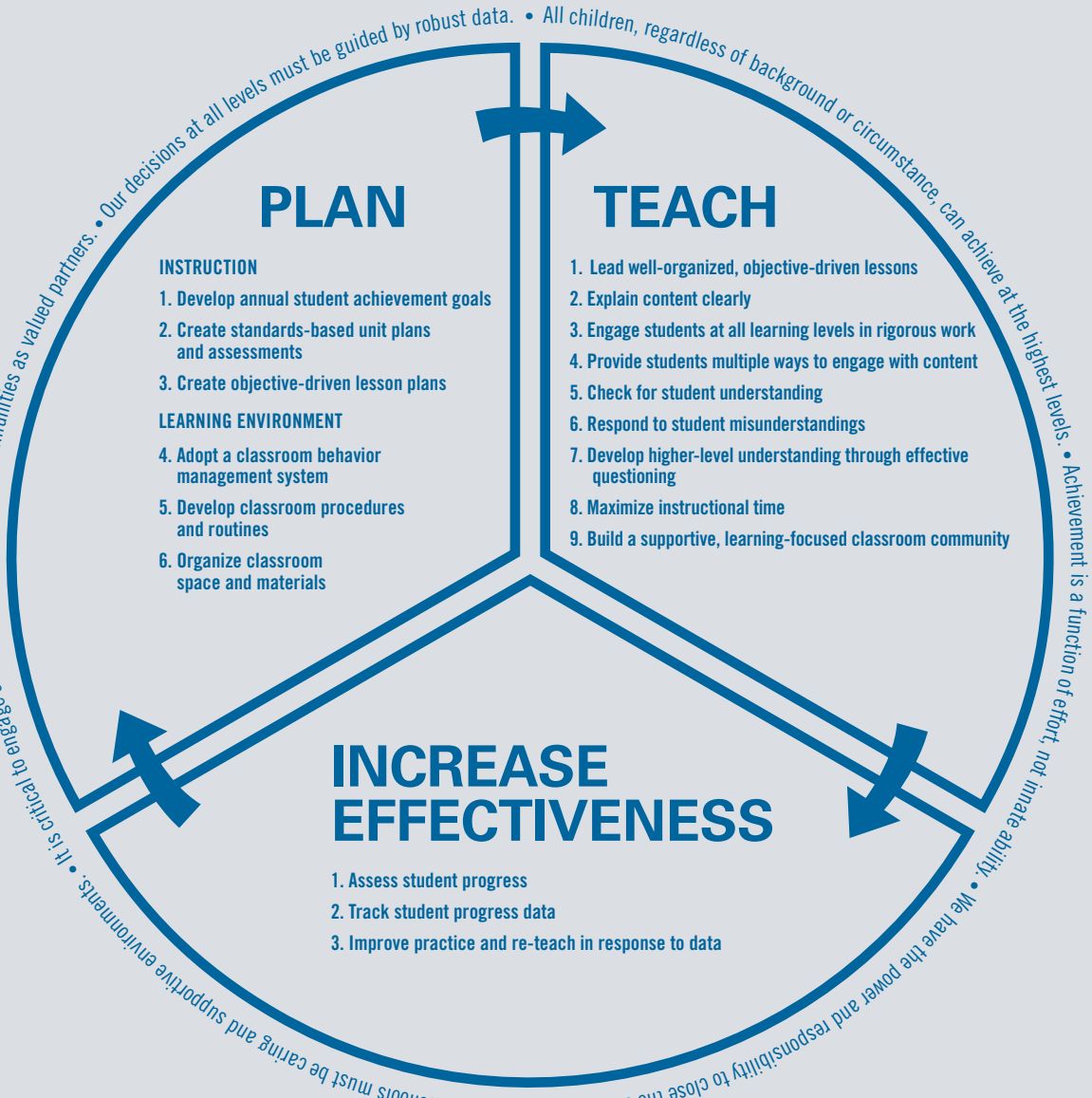
The Framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective instruction, which enables us to align all of our conversations about teaching and learning. Second, it provides clear expectations for teachers, thereby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

## Who initially developed the Teaching and Learning Framework?

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

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

## TEACHING AND LEARNING FRAMEWORK



## What was the process for developing revisions to the Teaching and Learning Framework over the past school year?

Our revision process involved gathering feedback from as many teachers, administrators, instructional coaches, and master educators* as possible. In addition to hundreds of emails, phone calls, and in-person conversations about the framework and IMPACT, we conducted over 100 formal feedback sessions that were attended by over 1,000 educators. Throughout the process, teachers, administrators, instructional coaches, and master educators provided input, reviewed drafts, and helped us further refine the text. They also tested out the revisions by using them to assess lessons taught in actual DCPS classrooms. 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.*

## How has the Teaching and Learning Framework changed?

We have responded to teacher feedback by revising the framework in several key ways:

- **The revised framework is more flexible.** For example, for Teach 4, instead of asking teachers to effectively target three learning styles within the 30-minute observation period, the revised framework examines whether the teacher has provided students with multiple ways to engage with the content that are appropriate to the lesson objective and that move students toward mastery. This approach preserves the key ideas of the standard while respecting the diversity of ways in which outstanding teachers achieve them.
- **The revised framework is more streamlined.** Many teachers and principals told us that the framework was too cumbersome with thirteen standards (including the A/B/C parts of Teach 5 and Teach 9), and that some things, such as student behavior, were assessed multiple times. In the revised version, we have cut the number of standards from thirteen to nine, and have reduced the overlap among

| 2009–2010 TEACH DOMAIN STANDARDS | 2010–2011 TEACH DOMAIN STANDARDS |
|---|---|
| T1: Focus students on lesson objectives | T1: Lead well-organized, objective-driven lessons |
| T2: Deliver content clearly | T2: Explain content clearly |
| T3: Engage all students in learning | T3: Engage students at all learning levels in rigorous work |
| T4: Target multiple learning styles | T4: Provide students multiple ways to engage with content |
| T5A: Check for and respond to student understanding during the lesson | T5: Check for student understanding |
| T5B: Respond to student misunderstandings | T6: Respond to student misunderstandings |
| T5C: Probe for higher-level understanding | T7: Develop higher-level understanding through effective questioning |
| T6: Maximize instructional time | T8: Maximize instructional time |
| T7: Invest students in learning | T9: Build a supportive, learning-focused classroom community |
| T8: Interact positively and respectfully with students | |
| T9A: Student behavior | |
| T9B: Reinforce positive behavior | |
| T9C: Address inappropriate, off-task, or challenging behavior | |

them. For example, inappropriate student behavior, which was previously reflected in Teach 6, Teach 9A, and Teach 9C, is now only captured in Teach 8.

- **The revised framework eliminates some elements that teachers found frustrating.** Over the course of the past school year, several parts of the rubric emerged as repeated points of frustration among teachers. In some cases, we simply eliminated these elements. For example, we deleted "dynamic presence" from Teach 2 and "refers back to the objective" from Teach 1.

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

The revised framework provides for a more 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. An observer does not need to rate a teacher separately on each bullet in order to compute a final rating, since some indicators may be more relevant to a particular lesson than others. This shift in approach allows more flexibility in recognition of the complexity of teaching. It also reflects a response to feedback from teachers who felt frustrated by the scoring of certain standards under last year's rubric.

## How will my proficiency in the Teaching and Learning Framework be assessed?

Your proficiency will be assessed through formal classroom observations 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 2010–2011 school year.

## How many formal observations will I have?

You will normally have six formal observations: two at each of your schools by an administrator (principal or assistant principal) and two by an impartial, third-party observer called a master educator. Some exceptions are described later in this guidebook in the Putting It All Together section.

## 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, conducting their observations without any knowledge of the Teaching and Learning Framework scores you receive from your administration. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, please understand that 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.

## When will my formal observations occur?

Over the course of the year, at each of your schools, your administrator (principal or assistant principal) will conduct two formal observations. The first administrator observation will occur between September 13 and December 1. The second will occur between December 1 and June 15.

A master educator will also conduct two formal observations. The first master educator observation will occur between September 13 and February 1. The second will occur between February 1 and June 15.

## Will the formal observations be announced or unannounced?

The first administrator observation at each school will be announced. All other observations will be unannounced.

## How long will the formal observations last?

Each formal observation will be at least 30 minutes.

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

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

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

Yes. You will receive written comments through a web-based portal. You can log into your account by going to 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 six 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 below.

## Will I have any informal observations?

Administrators are encouraged to conduct 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.

## 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.

*SAMPLE SCORE CHART*

**TEACHING AND LEARNING FRAMEWORK (TLF)**

| TEACHING AND LEARNING FRAMEWORK (TLF) | ADMIN CYCLE SCHOOL A ENDS 12/1 | ADMIN CYCLE SCHOOL B ENDS 12/1 | ADMIN CYCLE SCHOOL A ENDS 6/15 | ADMIN CYCLE SCHOOL B ENDS 6/15 | ME CYCLE ENDS 2/1 | ME CYCLE ENDS 6/15 | OVERALL ANNUAL COMPONENT SCORE *(Average of Cycles)* |
|---|---|---|---|---|---|---|---|
| **TLF SCORE** *(Average of Teach 1 to Teach 9)* | 3.7 | 3.6 | 3.8 | 3.8 | 3.7 | 3.8 | 3.7 |
| **Teach 1:** Lead Well-Organized, Objective-Driven Lessons | 3.0 | 4.0 | 4.0 | 3.0 | 4.0 | 4.0 | |
| **Teach 2:** Explain Content Clearly | 4.0 | 3.0 | 3.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 3:** Engage Students at All Learning Levels in Rigorous Work | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 4:** Provide Students Multiple Ways to Engage with Content | 3.0 | 4.0 | 4.0 | 3.0 | 3.0 | 4.0 | |
| **Teach 5:** Check for Student Understanding | 4.0 | 4.0 | 4.0 | 4.0 | 3.0 | 3.0 | |
| **Teach 6:** Respond to Student Misunderstandings | 4.0 | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 7:** Develop Higher-Level Understanding through Effective Questioning | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 | |
| **Teach 8:** Maximize Instructional Time | 3.0 | 4.0 | 4.0 | 4.0 | 3.0 | 4.0 | |
| **Teach 9:** Build a Supportive, Learning-Focused Classroom Community | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 | 3.0 | |

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: PLAN

*NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.*

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

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

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, 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** | | |
| **TLF T1** | Teacher is **highly effective** at leading well-organized, objective-driven lessons. | Teacher is **effective** at leading well-organized, objective-driven lessons. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• Students can authentically explain *what* they are learning, beyond simply repeating back the stated or posted objective.<br>• Students can authentically explain *why* what they are learning is important, beyond simply repeating the teacher's explanation.<br>• Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit.<br>• The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses. | *The following best describes what is observed:*<br>• The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson.<br>• The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing.<br>• The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning.<br>• The lesson builds on students' prior knowledge in a significant and meaningful way, as appropriate to the objective.<br>• The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective. |

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In all classes, objectives should be written in a student-friendly manner, using developmentally appropriate language. In early childhood classes, posting a written objective is not necessary.
3. In rare cases, it is not appropriate to state an objective for a lesson (for example, this might be true in an inquiry-based lesson or in an early childhood class that uses a Montessori or Reggio Emilia model). In these cases, an observer should assess the 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) |
|---|---|
| Teacher is **minimally effective** at leading well-organized, objective-driven lessons. | Teacher is **ineffective** at leading well-organized, objective-driven lessons. |
| *The following best describes what is observed:*<br>• The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson.<br>• The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language.<br>• The teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective.<br>• The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson.<br>• Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective. | *The following best describes what is observed:*<br>• The lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught.<br>• The teacher may not state the objective, or students may be unclear or confused about what they will be learning and doing.<br>• The teacher may not explain the importance of the objective, or students may not understand its importance.<br>• The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective.<br>• The lesson may be generally disorganized. Different parts of the lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective. |

4. In some lessons (for example, center time in an early childhood or elementary class), different groups of students might be working toward a variety of different objectives. In these cases, it is not always necessary to have distinct objectives posted for each center or different activity. However, observers should assess whether each center or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, different groups of students might be working on a variety of activities that do not clearly build on each other or on what happened previously in the lesson. In these cases, observers should assess the extent to which these activities are themselves well-organized.

5. For some parts of a lesson (for example, a morning meeting in an early childhood class or a skill-building warm-up), it may be appropriate for a teacher not to have a distinct objective or to have an objective that does not align with the objective for the rest of the lesson. In these cases, an observer should assess this standard for the remainder of the lesson. Furthermore, an observer in these situations should not lower the teacher's score for lesson organization, but instead should assess the connection of the other parts of the lesson to each other.

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TEACH 2: EXPLAIN CONTENT CLEARLY** | | |
| TLF T2 | Teacher is **highly effective** at explaining content clearly. | Teacher is **effective** at explaining content clearly. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible.<br>• The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest.<br>• When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other.<br>• Explanations provoke student interest in and excitement about the content.<br>• Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. | *The following best describes what is observed:*<br>• Explanations of content are clear and coherent, and they build student understanding of content.<br>• The teacher uses developmentally appropriate language and explanations.<br>• The teacher gives clear, precise definitions and uses specific academic language as appropriate.<br>• The teacher emphasizes key points when necessary.<br>• When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept.<br>• Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it. |

Note:

1. If the teacher presents information with any mistake 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) |
| --- | --- |
| Teacher is **minimally effective** at explaining content clearly. | Teacher is **ineffective** at explaining content clearly. |
| *The following best describes what is observed:*<br>• Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content.<br>• Some language and explanations may not be developmentally appropriate.<br>• The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so.<br>• The teacher may only sometimes emphasize key points when necessary, so that students are sometimes unclear about the main ideas of the content.<br>• When an explanation is not effectively leading students to understand the concept, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation.<br>• Students may ask some clarifying questions showing that they are confused by the explanations. | *The following best describes what is observed:*<br>• Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content.<br>• Much of the teacher's language may not be developmentally appropriate.<br>• The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language when it is appropriate to do so.<br>• The teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content.<br>• The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept.<br>• Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations. |

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, 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 RIGOROUS WORK** | | |
| TLF T3 | Teacher is **highly effective** at engaging students at all learning levels in rigorous work. | Teacher is **effective** at engaging students at all learning levels in rigorous work. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:*<br>• The teacher makes the lesson accessible to all students at different learning levels.<br>• The teacher makes the lesson challenging to all students at different learning levels. | *The following best describes what is observed:*<br>• 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, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson.<br>• 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, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson.<br>• There is an appropriate balance between teacher-directed instruction and rigorous 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) |
| --- | --- |
| Teacher is **minimally effective** at engaging students at all learning levels in rigorous work. | Teacher is **ineffective** at engaging students at all learning levels in rigorous work. |
| *The following best describes what is observed:*<br>• The teacher makes the lesson accessible to most students; some students may not be able to access certain parts of the lesson.<br>• The teacher makes the lesson challenging to most students; some students may not be challenged by certain parts of the lesson.<br>• While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate. | *The following best describes what is observed:*<br>• The lesson is not accessible to most students.<br>• The lesson is not challenging to most students.<br>• The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning. |

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, 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 ENGAGE WITH CONTENT** | | |
| **TLF T4** | Teacher is **highly effective** at providing students multiple ways to engage with content. | Teacher is **effective** at providing students multiple ways to engage with content. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:*<br>• The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work. | *The following best describes what is observed:*<br>• The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more.<br>• The ways students engage with content all promote student mastery of the objective. |

Notes:

1. Teachers should receive credit for providing students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or for using other effective teaching strategies.

2. A teacher can also be given credit for giving students multiple ways of engaging with content even when all of the ways target the same modality or intelligence. For example, a teacher may show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide students with different ways of engaging with the same content and should be credited as such.

3. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of engaging with content if the teacher shows a visual illustration but most students are not paying attention, or if the teacher asks students to model parallel and perpendicular lines with their arms but most students do not participate.

| LEVEL 2 | LEVEL 1 (LOWEST) |
| --- | --- |
| Teacher is **minimally effective** at providing students multiple ways to engage with content. | Teacher is **ineffective** at providing students multiple ways to engage with content. |
| *The following best describes what is observed:*<br>• The teacher provides students more than one way to engage with content, but not all of these may be well matched to the lesson objective; or, the teacher may only give students two ways to engage with content when using an additional way would have been more appropriate to the objective (for example, a lesson introducing fractions that involves only auditory and interpersonal but not visual or tactile/kinesthetic ways).<br>• Some ways provided do not promote student mastery of the objective. | *The following best describes what is observed:*<br>• The teacher provides students with more than one way to engage with content, but most of these may not be well matched to the lesson objective; or, the teacher may only give students one way to engage with the content.<br>• Most or all ways provided do not promote student mastery of the objective; or, some ways may detract from or impede student mastery. |

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TEACH 5: CHECK FOR STUDENT UNDERSTANDING** | | |
| **TLF T5** | Teacher is **highly effective** at checking for student understanding. | Teacher is **effective** at checking for student understanding. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• The teacher checks for understanding at all key moments.<br>• Every check gets an accurate "pulse" of the class's understanding.<br>• The teacher uses a variety of methods of checking for understanding.<br>• The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. | *The following best describes what is observed:*<br>• The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice).<br>• The teacher gets an accurate "pulse" of the class's understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary.<br>• If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way. |

Notes:

1. A teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). 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 a 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.
2. For some lessons, checking the "pulse" of the class may not be an appropriate standard. For example, if students are spending the majority of the period working on individual essays and the teacher is conferencing with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, the teacher should be judged based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.
3. In some lessons, it can be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, a teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a high score on this standard.
4. All of the techniques in the list of examples to the right can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A 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 be appropriate to the objective and yield information that can inform instruction and thus succeed in getting the "pulse" of the class's understanding.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher is **minimally effective** at checking for student understanding. | Teacher is **ineffective** at checking for student understanding. |
| *The following best describes what is observed:*<br>• The teacher sometimes checks for understanding of content, but misses several key moments.<br>• The teacher gets an accurate "pulse" of the class's understanding from most checks.<br>• If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher attempts to make the appropriate adjustment but may not do so in an effective way. | *The following best describes what is observed:*<br>• The teacher rarely or never checks for understanding of content, or misses nearly all key moments.<br>• The teacher does not get an accurate "pulse" of the class's understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding.<br>• If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way. |

Examples of checks for understanding:

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Conferencing with individual students
- Drawing upon peer conversations/explanations
- Having students respond on white boards
- Having students vote on answer choices
- Moving around to look at each group's work
- Observing student work in a structured manner
- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using role-playing
- Using "think-pair-share"

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TEACH 6: RESPOND TO STUDENT MISUNDERSTANDINGS** | | |
| **TLF T6** | Teacher is **highly effective** at responding to student misunderstandings. | Teacher is **effective** at responding to student misunderstandings. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• The teacher responds to almost all student misunderstandings with effective scaffolding.<br>• The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson.<br>• The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. | *The following best describes what is observed:*<br>• The teacher responds to most student misunderstandings with effective scaffolding.<br>• When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept.<br>• If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding. |

Notes:

1. At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (for example, 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 be sensitive to these situations and not penalize a teacher for failing to respond to misunderstandings immediately when it would be more effective to wait, provided that the teacher makes some arrangement to address the misunderstandings later and makes this clear to the students.
2. All of the techniques in the list of examples to the right can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective, and thus succeed in addressing the student's misunderstanding.
3. If there are no evident student misunderstandings during the 30-minute observation, this category should be scored as "Not Applicable."

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher is **minimally effective** at responding to student misunderstandings. | Teacher is **ineffective** at responding to student misunderstandings. |
| *The following best describes what is observed:*<br>• The teacher responds to some student misunderstandings with effective scaffolding.<br>• The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective.<br>• The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. | *The following best describes what is observed:*<br>• The teacher responds to few student misunderstandings with effective scaffolding.<br>• The teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective.<br>• The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. |

Examples of techniques for scaffolding learning:

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

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, 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** | | |
| **TLF T7** | Teacher is **highly effective** at developing higher-level understanding through effective questioning. | Teacher is **effective** at developing higher-level understanding through effective questioning. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• The teacher asks higher-level questions at multiple levels of Bloom's taxonomy, if appropriate to the lesson.<br>• Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions.<br>• Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. | *The following best describes what is observed:*<br>• The teacher frequently develops higher-level understanding through effective questioning.<br>• Nearly all of the questions used are effective in developing higher-level understanding.<br>• The teacher uses a variety of questions. |

Notes:

1. A teacher may ask higher-level questions in response to students' correct answers, as part of the delivery of content, or in another context. All of these uses of questioning should be included in the assessment of this standard.
2. A teacher should receive credit for developing higher-level understanding by posing a more difficult problem or setting up a more challenging task, even if these are not necessarily phrased as questions.
3. At some points in a lesson, it is not appropriate to immediately ask questions to develop higher-level understanding (for example, if students are rehearsing a basic skill). A teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a 30-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored as "Not Applicable."
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. For example, in a high school history lesson on the Industrial Revolution, a teacher should be asking questions to develop higher-level understanding much of the time. In contrast, in a part of a lesson on the appropriate use of punctuation, a teacher might not do so quite as frequently. Still, questioning to promote higher-level understanding should be present in *every* lesson.
5. All of the techniques in the list of examples to the right can be effective types of questions to develop higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as effective, the question must be well-executed and appropriate to the objective and thus succeed in developing higher-level understanding.

| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher is **minimally effective** at developing higher-level understanding through effective questioning. | Teacher is **ineffective** at developing higher-level understanding through effective questioning. |
| *The following best describes what is observed:*<br>• The teacher sometimes develops higher-level understanding through effective questioning.<br>• Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students.<br>• The teacher may repeatedly use two or three questions. | *The following best describes what is observed:*<br>• The teacher rarely or never develops higher-level understanding through effective questioning.<br>• Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking.<br>• The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers. |

Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.*

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TEACH 8: MAXIMIZE INSTRUCTIONAL TIME** | | |
| **TLF T8** | Teacher is **highly effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is **effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.<br>• Transitions are orderly, efficient, and systematic, and require little teacher direction.<br>• Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).<br>• Students share responsibility for the operations and routines in the classroom.<br>• The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.<br>• The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. | *The following best describes what is observed:*<br>• Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities.<br>• Transitions are generally smooth with some teacher direction.<br>• Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).<br>• The teacher spends an appropriate amount of time on each part of the lesson.<br>• The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class).<br>• Inappropriate or off-task student behavior rarely interrupts or delays the lesson. |

| LEVEL 2 | LEVEL 1 (LOWEST) |
| --- | --- |
| Teacher is **minimally effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. |
| *The following best describes what is observed:*<br>• Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.<br>• Transitions are fully directed by the teacher and may be less orderly and efficient.<br>• Students may be idle for short periods of time while waiting for the teacher.<br>• The teacher may spend too much time on one part of the lesson (for example, may allow the opening to continue longer than necessary).<br>• The lesson progresses at a moderate pace, but students are sometimes disengaged or left with nothing meaningful to do.<br>• Inappropriate or off-task student behavior sometimes interrupts or delays the lesson. | *The following best describes what is observed:*<br>• There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.<br>• Transitions are disorderly and inefficient.<br>• Students may be idle for significant periods of time while waiting for the teacher.<br>• The teacher may spend an inappropriate amount of time on one or more parts of the lesson (for example, spends 20 minutes on the warm-up).<br>• The lesson progresses at a notably slow pace, and students are frequently disengaged or left with nothing meaningful to do.<br>• Inappropriate or off-task student behavior constantly interrupts or delays the lesson. |

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

*NOTE: In 2010–2011, 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** | | |
| TLF T9 | Teacher is **highly effective** at building a supportive and learning-focused classroom community. | Teacher is **effective** at building a supportive and learning-focused classroom community. |
| | *For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*<br>• Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher.<br>• Students may give unsolicited praise or encouragement to their peers for good work, when appropriate.<br>• Student comments and actions demonstrate that students are excited about their work and understand why it is important.<br>• There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.<br>• Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. | *The following best describes what is observed:*<br>• 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.<br>• The classroom is a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly.<br>• 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.<br>• The teacher meaningfully reinforces positive behavior and good academic work as appropriate.<br>• 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. |

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Brief interruptions due to student excitement (for example, when a student accidentally shouts out an answer because s/he is excited to respond to the question) should not be counted against a teacher unless they occur constantly and significantly interfere with the lesson or with the ability of other students to respond.

| LEVEL 2 | LEVEL 1 (LOWEST) |
| --- | --- |
| Teacher is **minimally effective** at building a supportive and learning-focused classroom community. | Teacher is **ineffective** at building a supportive and learning-focused classroom community. |
| *The following best describes what is observed:*<br>• Students are generally engaged in their work but are not highly invested in it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.<br>• Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.<br>• 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.<br>• The teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way.<br>• The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students. | *The following best describes what is observed:*<br>• Students may 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.<br>• Students are generally not willing 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 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.<br>• Students may frequently be disrespectful to the teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the teacher or their peers are speaking.<br>• The teacher may never reinforce positive behavior and good academic work, or may do so for only a few students.<br>• There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students. |

# TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS

*NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.*

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

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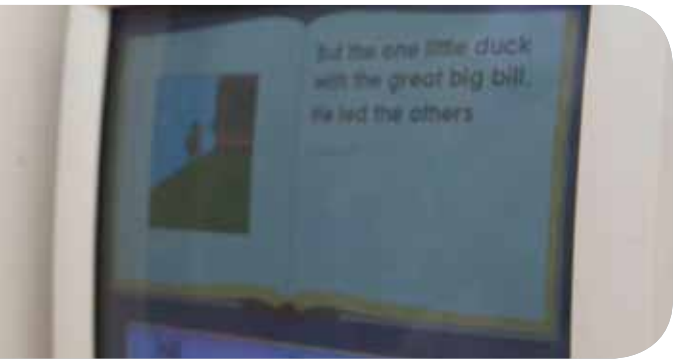
| LEVEL 2 | LEVEL 1 (LOWEST) |
|---|---|
| Teacher routinely **uses assessments** to measure student mastery of content standards. | Teacher **does not routinely use assessments** to measure student mastery of content standards. |
| Teacher routinely **records** the student progress data gathered in 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.** |



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# TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS)

## What is Teacher-Assessed Student Achievement Data?

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

## What assessments can I use?

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

## Why is this one of my IMPACT components?

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

## How will this process work?

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

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.

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.

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

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

** 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.*

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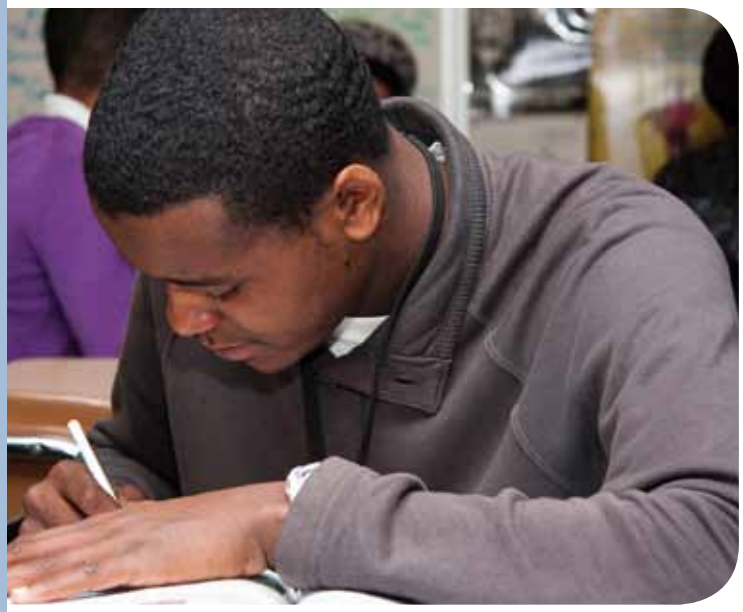
# TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS) RUBRIC

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **TAS 1: TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA** | | |
| **TAS 1** | 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. |

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



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| 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. |

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# COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

## 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 formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

## 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.

## 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.

*SAMPLE SCORE CHART*

**COMMITMENT TO THE SCHOOL COMMUNITY (CSC)**

| COMMITMENT TO THE SCHOOL COMMUNITY (CSC) | CYCLE ENDS 12/1 | CYCLE ENDS 6/15 | OVERALL ANNUAL COMPONENT SCORE *(Average of Cycles)* |
|---|---|---|---|
| **CSC SCORE** *(Average of CSC 1 to CSC 5)* | 3.4 | 3.6 | 3.5 |
| **CSC 1:** Support of the Local School Initiatives | 3.0 | 4.0 | |
| **CSC 2:** Support of the Special Education and English Language Learner 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 | |

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# COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES** | | |
| **CSC 1** | 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*** | | |
| **CSC 2** | 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** | | |
| **CSC 3** | 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. |

# COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

| | LEVEL 4 (HIGHEST) | LEVEL 3 |
|---|---|---|
| **CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)** | | |
| **CSC 4** | 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)** | | |
| **CSC 5** | 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: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).* | |

Simona Monnatti

Meaghan Gay

| 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. |
| | |

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# SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

## What is SVA?

SVA is a measure of a *school's* overall impact — as opposed to an *individual teacher's* impact — on student learning. It is a growth measure based on the DC CAS. Every employee in the school receives the same score for SVA.

## Is SVA the same as Adequate Yearly Progress?

No. Adequate Yearly Progress is an "attainment" measure, meaning that it is an absolute target that is required of all students, regardless of their current skill level. SVA, on the other hand, is a "growth" measure. It is based on the gains that the students in your school make.

## Why is SVA one of my IMPACT components?

Because education is very much a team effort, we feel it is important to hold everyone in a building accountable for the overall success of the school. This is the same idea behind the TEAM (Together Everyone Achieves More) Program, which provides bonuses to all staff members in schools that meet certain performance targets.

TEAM
Together Everyone Achieves More
*an EPIC program*

## How does it work?

We use a sophisticated statistical model to isolate the impact that your school has on student learning after taking into account many of the other factors that might affect achievement. DCPS will be offering additional training on this process later in the school year.

## When will my school receive its final SVA score?

Because we need data from the DC CAS to calculate SVA, your school will not receive its score until after the conclusion of the school year. We are continuing to work with the Office of the State Superintendent of Education (OSSE) to shorten the time it takes to receive the final DC CAS data so that we can provide the SVA score sooner.

## If I have additional questions about SVA, whom should I contact?

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

Meaghan Gay

# CORE PROFESSIONALISM (CP)

## 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 formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

## 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 to the right.

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 scores 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.

## 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.

*SAMPLE SCORE CHART*

## CORE PROFESSIONALISM (CP)

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

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# CORE PROFESSIONALISM (CP) RUBRIC

| | MEETS STANDARD | SLIGHTLY BELOW STANDARD |
|---|---|---|
| **CP 1: ATTENDANCE** | | |
| CP 1 | 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** | | |
| CP 2 | 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** | | |
| CP 3 | 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** | | |
| CP 4 | Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner. | **With rare exception,** individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner. |

## SIGNIFICANTLY BELOW STANDARD

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

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

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

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

# 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) | 3.7 | x | 75 | = | 278 |
| Teacher-Assessed Student Achievement Data (TAS) | 4.0 | x | 10 | = | 40 |
| Commitment to the School Community (CSC) | 3.5 | x | 10 | = | 35 |
| School Value-Added Student Achievement Data (SVA) | 3.3 | x | 5 | = | 17 |
| **TOTAL** | | | | | **370** |

*Note: Component scores will be the average of the scores you receive at each of your schools.*

## Step 3

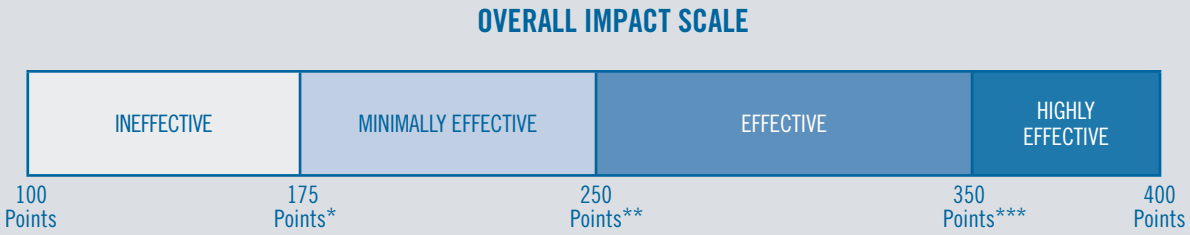
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

## 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.




**A score of exactly 175 would be classified as Minimally Effective.*

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

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

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score 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.)

# PUTTING IT ALL TOGETHER

## What do these ratings mean?

**Highly Effective:** This rating signifies outstanding performance. Under the new Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

**Effective:** This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

**Minimally Effective:** This rating signifies performance that is below expectations. Individuals who receive this rating are encouraged to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

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

## 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 office at 202-719-6553 or impactdcps@dc.gov.

Bel Perez Gabilondo

# 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.

The impact you have already had is impressive. As noted in Chancellor Rhee's opening letter, our students have made extraordinary gains in a relatively short time because of your commitment and dedication.

Though we have made great progress, we still have much to do. Our students — like all children — deserve the opportunity to pursue their dreams. Together, we can and must ensure that they have access to the one thing that will afford them this opportunity: an outstanding education.

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Michael DeAngelis

Bel Perez Gabilondo

This project is funded in part by the DC Public Education Fund (www.dceducationfund.org), which works to dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting and investing in high-impact programs with the District of Columbia Public Schools.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

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

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DISTRICT OF COLUMBIA
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