Early Childhood Education Teachers

GROUP
2a

IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2015
2016

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LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the 2015–2016 school year, I am proud to celebrate how much progress we have made toward our ambitious goals: our graduation rate is rising, student satisfaction is higher than ever before, our enrollment continues to increase, and this year we opened four new schools across the city! At the same time, there is still much work to be done to ensure a world-class education for *all* our students, which is why we are investing in three strategic priorities this year.

Equity across the curriculum

We are investing in academic rigor across DCPS in a brand new way. Our Cornerstone learning experiences will help our teachers deliver instruction that is rich, challenging, and deeply engaging for students. Developed by our very best teachers and supported by new resources and professional development, these Cornerstones range from one-day lessons to longer projects and teach skills that are critical to student success.

We are also pleased to announce the launch of the Teaching and Learning Framework (TLF) e-Clips: interactive, online learning modules that feature DCPS teachers and students engaged in highly effective practice. The e-Clips are aligned with the TLF, highlight specific instructional strategies, and include tips and resources from master educators. We know that great teaching leads to great student outcomes, and we are excited to support our teachers with this resource.

Equity in our high schools

We are building upon previous years' support of our elementary and middle schools by now focusing on our high schools. We want to offer our students courses that prepare them for college and allow them the opportunity to explore their career interests. We also want to give students unique, formative experiences like debate team, athletics, yearbook club, and band that make the high school experience so rich. We will provide these opportunities in every DCPS high school by offering at least 20 elective courses, at least six Advanced Placement (AP) courses, Career and Technical Education (CTE) courses that lead to high-wage and high-demand jobs, and robust counseling services to guide students through high school and beyond.

Equity for our young men of color

We have also launched a long-term initiative designed to support our young men of color. This year, we will have 500 mentors working with our young men to build positive relationships and increase literacy skills. In addition, we are funding school-based grants to help put into action our teachers' best ideas about how to support our young men of color. Finally, we are launching an all-male college preparatory high school dedicated to ensuring that our young men succeed in college and beyond.

The success of our students hinges on the work **you** do every day in your classroom. I am honored to work alongside you as we move forward with urgency and optimism. We are DCPS, and we **are** doing this!

Sincerely,
Kaya Henderson

Chancellor, District of Columbia Public Schools

Michael DeAngelis

Simona Monnatti

Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

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

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

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

Michael DeAngelis

Bel Perez Gabilondo

Michael DeAngelis

GROUP 2a: OVERVIEW

Who is in Group 2a?

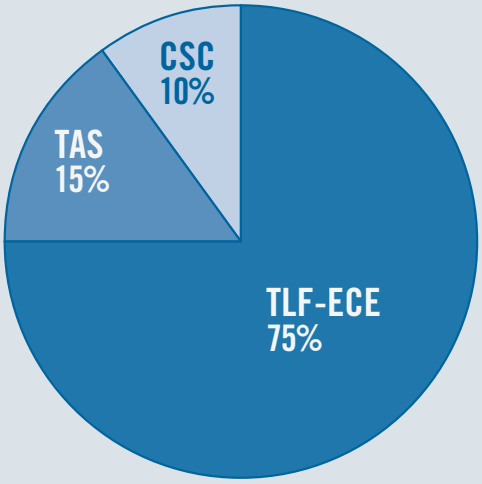
Group 2a consists of all general education PK3, PK4, and kindergarten teachers.

What are the IMPACT components for members of Group 2a?

There are four IMPACT components for members of Group 2a. Each is explained in greater detail in the following sections of this guidebook.

- **Teaching and Learning Framework – Early Childhood Education (TLF-ECE)** — This is a measure of your instructional expertise. 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 PARCC. This component makes up 15% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 2a



- Teaching and Learning Framework – Early Childhood Education (TLF-ECE)*
- Teacher-Assessed Student Achievement Data (TAS)
- Commitment to the School Community (CSC)

** The Teaching and Learning Framework – Early Childhood Education (TLF-ECE) component will expand to replace components of the pie that cannot be scored.*

TLF-ECE TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION

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

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

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

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

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

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

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

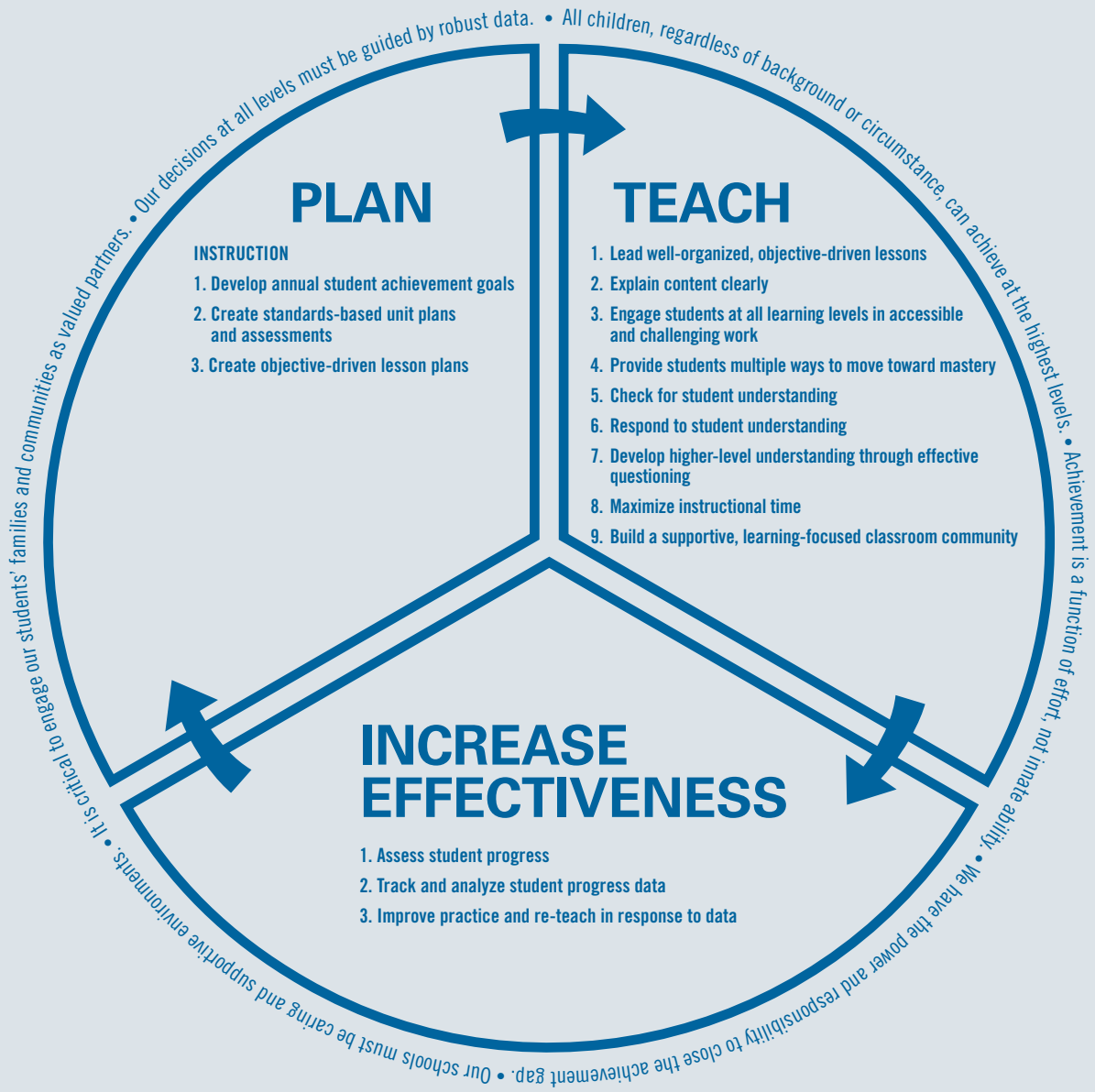
The development of the early childhood education adaptation during the 2010–2011 school year was also a collaborative effort — master educators and staff members from the Office of Early Childhood Education developed the content, and teachers and school leaders provided input during the revision process.

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

How is the Teaching and Learning Framework – Early Childhood Education different from the original framework?

All nine Teach standards are the same. However, the rubric language has been revised to better reflect best practices in early childhood education settings, and for selected Teach standards, specific descriptors for effective group meetings and centers have been added.

TEACHING AND LEARNING FRAMEWORK



How are the Teach standards assessed?

The Teaching and Learning Framework provides for a holistic approach to assessment. For each standard, it asks observers to assess which level (4, 3, 2, or 1) provides the best *overall* description of the teacher's practice based on the elements measured by each row of the rubric.

How has the Teaching and Learning Framework changed?

No changes were made to the Teaching and Learning Framework in preparation for the 2015–2016 school year.

Who conducts formal observations?

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

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

No. We are only assessing teachers on the Teach domain during the 2015–2016 school year.

What is a master educator?

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

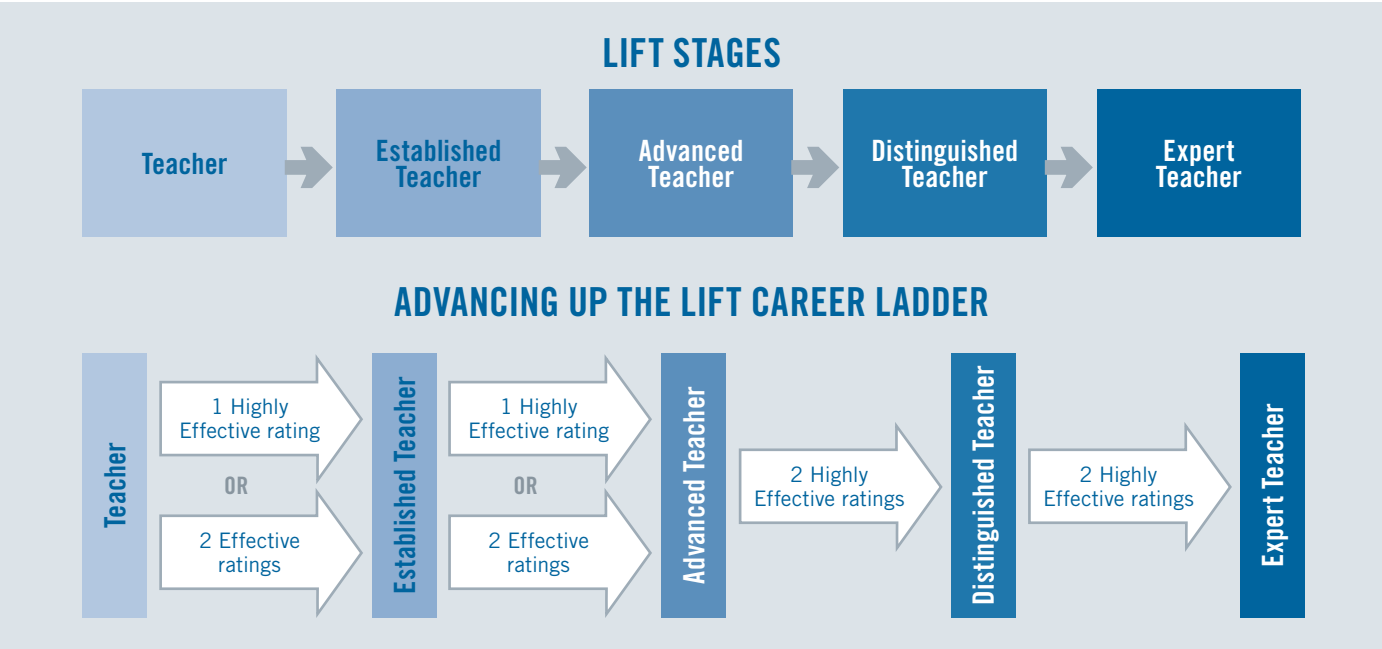
Where did the idea for the master educators come from?

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

How many formal observations will I have?

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

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



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

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

‡ *Per the requirements from the U.S. Department of Education and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of cycle 2 and 3 observations, principals will only submit one formal IMPACT report.*

TEACHER STAGE

How many observations will teachers at the Teacher stage receive?

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

TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17 / MAR 3	JUNE 9
ADMIN INFORMAL (FULL)	ADMIN FORMAL	ADMIN FORMAL
ME FORMAL	ME FORMAL	
FEB 11		

During Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by December 17, and a formal master educator observation will take place between January 4 and February 11.

ESTABLISHED TEACHER STAGE

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

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

TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17 / MAR 3	JUNE 9
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)	ADMIN FORMAL
ME FORMAL	ME FORMAL	
FEB 11		

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

ADVANCED TEACHER STAGE

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

Teachers at the Advanced Teacher stage will receive **at least three formal observations.** Two of these observations will take place by **December 17**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second master educator observation, unless requested by the teacher. All teachers at this stage will also receive an **informal** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17 / MAR 3	JUNE 9
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)	ADMIN FORMAL
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	

DISTINGUISHED TEACHER STAGE

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

Teachers at the Distinguished Teacher stage will receive **at least two formal observations.** Two of these observations will take place by **December 17**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or second master educator observation, unless requested by the teacher. (Eligible Distinguished Teachers may choose to receive a second administrator and second master educator observation, or just a second administrator observation.)

TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17 JUNE 9
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)

EXPERT TEACHER STAGE

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

Teachers at the Expert Teacher stage will receive **at least one* formal observation.** This observation will take place by **December 17** and will be conducted by an administrator. If the score from this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or master educator observation, unless requested by the teacher. (Eligible Expert Teachers may choose to receive a second administrator and first master educator observation, or just a second administrator observation.)

TEACHER OBSERVATION CYCLES

SEPT 14	DEC 17 JUNE 9
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)
	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)

* *Per the requirements from the U.S. Department of Education and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of cycle 2 and 3 observations, principals will only submit one formal IMPACT report.*

When will my formal observations occur?

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

Will the formal observations be announced or unannounced?

All formal observations will be unannounced.

How long will the formal observations last?

Each formal observation will last at least 30 minutes.

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

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

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

Will there be a conference after the formal observations?

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

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

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

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

Will I receive written feedback based on my formal observations?

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

How will my formal observations be scored?

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

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

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

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

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

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

The average of these scores equals 3.5

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

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

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

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

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

What is an informal observation?

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

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

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

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

May I request additional informal observations?

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

SAMPLE SCORE CHART: **ESTABLISHED TEACHER**

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

TEACHING AND LEARNING FRAMEWORK – EARLY CHILDHOOD EDUCATION (TLF-ECE)	ADMIN CYCLE ENDS 12/17	ADMIN CYCLE ENDS 6/9	ME CYCLE ENDS 2/11	ME CYCLE ENDS 6/9	OVERALL *(Average of Cycles)*
TLF-ECE SCORE *(Average of Teach 1 to Teach 9)*	3.66	3.77	3.66	3.77	3.72
Teach 1: Lead Well-Organized Objective-Driven Lessons	3.0	4.0	4.0	4.0	
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	
Teach 3: Engage Students at all Learning Levels	4.0	4.0	4.0	4.0	
Teach 4: Provide Students Multiple Ways to Move Toward Mastery	3.0	4.0	3.0	4.0	
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	
Teach 6: Respond to Student Understanding	4.0	3.0	4.0	4.0	
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	4.0	
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	3.0	

PLAN

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

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

TEACH

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

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

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

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

Notes:

1. Because the first row assesses the extent to which the lesson parts move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 1.

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

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

Tools of the Mind Note:

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

Montessori Note:

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

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

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

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

Note:

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

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

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

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

Notes:

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

2. For center time to be objective-driven, each center should be set up to support and encourage sustained engagement and learning through authentic student-initiated, and student-directed play. In order to ensure that developmental goals and objectives are being addressed in centers:
   - Each center should allow students to pursue concepts of literacy, mathematics, science, social studies, arts, and technology.
   - Each center should include materials that provoke student interest and curiosity, encourage problem-solving, and encourage students to apply skills and concepts.
   - Teachers should add items to centers that support further exploration of the curriculum and are reflective of the students and their families.

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

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

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

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

Tools of the Mind Note:

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

Montessori Note:

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

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

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

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

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

TEACH 2 | EXPLAIN CONTENT CLEARLY

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

NOTE: In 2015–2016 only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

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

Note:

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

Montessori Note:

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

Continued on next page

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

Montessori Note:

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

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

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

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

*During **group meetings:***

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

*During **center time:***

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

TEACH 4 | PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY

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

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

Notes:

1. During a lesson with a distinct objective: Because the first row assesses the extent to which the ways of engaging students move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 4.
2. Research suggests that each student does not have a single learning style through which s/he needs to be taught, and that all students learn by engaging with content through a variety of learning styles, modalities (auditory, visual, kinesthetic/tactile), and intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic). However, the teacher's knowledge of her/his students' needs and preferences should influence the styles and modalities selected.
3. For a teacher to receive credit for providing students a way to move toward mastery, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of moving toward mastery if the teacher shows a visual illustration, but most of the students are not paying attention, or if the teacher asks students to model movements with their arms and most students do not participate.
4. In some kindergarten centers, particularly later in the year, students may be engaged in work that is less self-directed and more academic in nature. In these cases, when appropriate, an observer should disregard references to centers and assess a teacher based on the other indicators in this standard.

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

Tools of the Mind Note:

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

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

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

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

Notes:

1. Students who are in the pre-productive stage of language development should be included in checks for understanding using different modalities.
2. In some lessons, it may be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, if the teacher only checks for understanding of directions and rarely or never checks for understanding of content, s/he should not receive a Level 3 or Level 4 score for this standard.
3. All of the techniques in the list of examples below can be effective checks for understanding if they are well-executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate "pulse" of the class's understanding at a key moment.
   - Asking clarifying questions
   - Asking students to rephrase material
   - Calling on students individually from within groups
   - Conferencing with individual students
   - Drawing upon peer conversations or explanations

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

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

Tools of the Mind Note:

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

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

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

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

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

Notes:

1. If there are no evident misunderstandings or partial understandings, this standard should be scored as "Not Applicable."
2. At some points in a lesson, it might not be appropriate to immediately respond to student misunderstandings (e.g., at the beginning of an inquiry-based lesson, or when stopping to respond to a single student's misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should not penalize the teacher in these situations, provided that the teacher arranges to address the misunderstandings later.
3. In some cases, it can be appropriate for a teacher to continue with the lesson even if a few students still do not understand. For example, some misunderstandings might be developmental in nature, and, as such, it would be appropriate for the teacher to continue with the lesson or activity rather than persist in addressing the misunderstanding.

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

Montessori Note:

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

Examples of techniques for scaffolding learning:

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

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

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

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

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

Notes:

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

2. All of the techniques in the list of examples below can be effective ways of developing higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective question, the question must be well-executed and appropriate to the lesson content and thus succeed in developing higher-level understanding.
   - Activating higher levels of inquiry on Bloom's Taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent") in meaningful ways
   - Asking students to apply a new skill or understanding in a different context
   - Asking students to explain why they are learning something or to summarize the main idea

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

- Asking students to identify problems or challenges and to identify possible solutions
- Asking students to make predictions and to explain the rationale for their predictions, as developmentally appropriate
- Asking students to reflect on and explain their reasoning
- Encouraging students to generate ideas
- Encouraging students to provide detailed descriptions
- Inviting students to apply their knowledge to identify solutions to problems
- Inviting students to consider consequences
- Posing a question that increases the rigor of lesson content or assessment
- Prompting students to make connections to previous material or prior knowledge

Tools of the Mind Note:

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

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

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

Notes:

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

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

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

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

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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

Note:

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

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

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

NOTE: In 2015–2016, only the TEACH domain of the Teaching and Learning Framework will be assessed.

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.**

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

What is Teacher-Assessed Student Achievement Data?

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

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.

In addition, we recognize that the PARCC assessment captures some but not all aspects of your students' learning over the course of one year. TAS is an opportunity for you to identify and celebrate the learning not reflected on the state standardized test by incorporating it into your own instructional goals and IMPACT evaluation.

How will this process work?

In the fall, you and your administrator will decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year.

Please note that your administrator must approve your choice of assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually, or may choose to set school-wide achievement targets. Once you and your administrator have decided on the assessment(s) you will use, your student learning targets, and the weights you will assign to them, you will enter your TAS goals into the IMPACT database using the TAS Goal Builder.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based upon the rubric. The deadline for administrators to score TAS is the last day of school.*

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

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

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

Bel Perez Gabilondo

Andy Le

Bel Perez Gabilondo

Simona Minnatti

Michael DeAngelis

Andrea Leoncavallo

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

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

TAS TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

	LEVEL 4 (HIGHEST)	LEVEL 3
TAS 1	**TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA**	
	Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.	Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

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

Note:

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

Andy Le

Andy Le

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

Andy Le

Meghan Gay

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1	**SUPPORT OF THE LOCAL SCHOOL INITIATIVES**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local initiatives include: implementing DCPS early childhood health and safety practices, supporting children's health and nutrition, increased student attendance rate, suspension rate reduction, use of inquiry-based lessons, and school-wide behavioral supports or programs.†	
CSC 2	**SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS***	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.	Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
	Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, proactively offering assistance and support to a special education teacher, participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data), incorporating classroom books and other resources that reflect students who are English language learners or those with special needs, and incorporating Universal Design for Learning (UDL) principles during instruction.	
CSC 3	**HIGH EXPECTATIONS**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.
	Examples of how one might promote high expectations include: supporting achievement through rigorous academic work and challenging extracurricular opportunities; modeling high personal standards; assigning and communicating grades in a manner consistent with district and school grading policy; and emphasizing pride in self, school, and community.	

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

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

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

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4	**PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.
	Examples of how one might engage students' families include: communicating with families regularly (e.g., phone calls, text messages, emails, or home visits), including families in class projects and activities, sharing data with families about student progress (strengths and areas for growth) and strategies for supporting student learning at home, collaborating with families to set goals throughout the year, encouraging families to attend school and district events including parent-teacher conferences, and creating a welcoming classroom environment for families.	
CSC 5	**INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)**	
	Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.
	Examples of how one might collaborate to improve student achievement include: actively participating in monthly GOLD® data meetings, the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.	

Andy Le

Brian Tropiano

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

Andy Le

Andy Le

CSC COMMITMENT TO THE SCHOOL COMMUNITY

What is Commitment to the School Community?

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

Why is this one of my IMPACT components?

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

How will my Commitment to the School Community be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section. The first assessment will occur by December 17 and the second by June 15. For more information about school-specific CSC expectations, please contact your administrator.

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

How will my Commitment to the School Community be scored?

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

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

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

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/17	CYCLE ENDS 6/15	OVERALL *(Average of Cycles)*
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.40	3.60	3.50
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	

Michael DeAngelis

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Bel Perez Gabilondo

Bel Perez Gabilondo

Michael DeAngelis

Michael DeAngelis

Bel Perez Gabilondo

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

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

CP CORE PROFESSIONALISM

What is Core Professionalism?

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

How will my Core Professionalism be assessed?

Your administrator will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 17 and the second by June 15.

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

How will my Core Professionalism be scored?

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

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

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

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

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

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

SAMPLE SCORE CHART

CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/17	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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If I have additional questions about Core Professionalism, whom should I contact?

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

CP CORE PROFESSIONALISM

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

SIGNIFICANTLY BELOW STANDARD

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

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

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

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

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

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

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

CURRICULAR RESOURCES

DCPS teachers and content experts together developed a variety of curricular resources to support teaching of the Common Core State Standards in English language arts and mathematics, the Next Generation Science Standards in science, and the DC standards in other subjects. These resources include scope and sequence documents, unit overviews, recommended anchor texts, suggested summative assessments, and many other resources.

EDUCATOR PORTAL+

The Educator Portal+ (www.educatorportalplus.com) is an online platform that provides teachers with curricular resources across all subjects. Curricular resources are aligned with Common Core State Standards, Next Generation Science Standards, and District of Columbia standards.

In addition, through the Educator Portal+, teachers may access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework (TLF). Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and subject areas
- **Teach Standard Resource Sets:** A collection of self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard

Teachers may access these resources and sign up for relevant events and announcements by visiting www.educatorportalplus.com and logging in using their DCPS email address (first.last@dc.gov) and e-mail password. Should they have questions, teachers may contact educator.portal@dc.gov.

REALITY PD

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

Each video focuses on one Teach standard from the Teaching and Learning Framework. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and are a powerful professional development tool to drive great practice.

For example:

- Teachers may view videos as part of their own, self-guided professional development.
- Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.
- In written reports or during post-observation conferences, administrators and master educators may refer teachers to videos that are relevant to particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

You can access these resources by visiting http://www.educatorportalplus.com and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact reality.pd@dc.gov with any questions.

Victoria Tyson, footage from School Without Walls SHS

Sabrina Malone, footage from Houston ES

Lakia Kenan, footage from Orr ES

William Taylor, footage from Browne EC

Scott Harding, footage from Maury ES

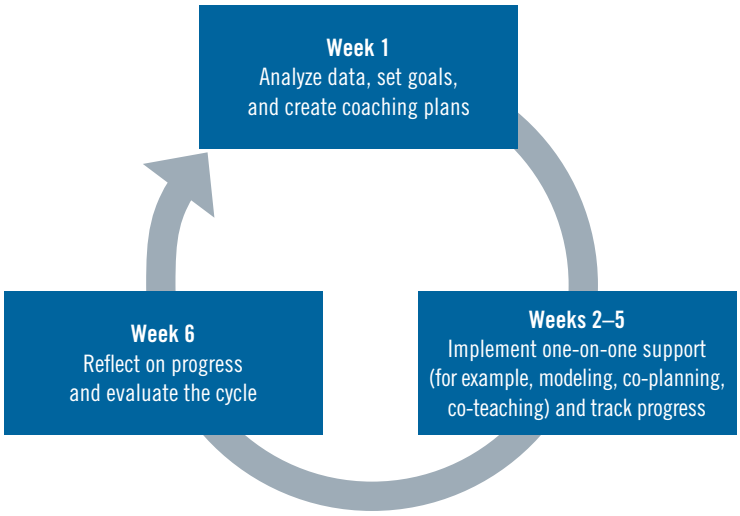
Victoria Pearson, footage from Stuart-Hobson MS

INSTRUCTIONAL COACHES

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

Learning Cycles

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



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

TEACHER, BURROUGHS EC

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

INSTRUCTIONAL COACH, BROWNE EC

MASTER EDUCATORS

Master educators provide professional development to teachers through post-observation conferences (POCs), during which master educators and teachers debrief a recent observation and discuss strengths and areas for growth according to the Teaching and Learning Framework. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. Shortly after these conferences, teachers may view their final written reports, including scores and comments for each of the nine Teach standards, by logging into the IMPACT database at http://impactdcps.dc.gov. Master educators will also provide professional development sessions on instructional best practices to teachers across the district.

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

Renae Ramble, Teacher, Jefferson Middle School,
writing to a master educator

TEACHING IN ACTION

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

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

PD PLANNER

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

FOR EARLY CHILDHOOD EDUCATION TEACHERS

The Instructional Team in the DCPS Office of Specialized Instruction-Division of Early Childhood Education, provides coaching, technical assistance, support in implementing the GOLD child observation assessment tool, and ongoing professional learning to early childhood teachers and paraprofessionals across the district. For teachers in Title I schools, instructional specialists provide additional individual and small group coaching and offer training and support related to curriculum implementation.

Early childhood teachers are encouraged to explore resources and professional development opportunities offered through The National Association for the Education of Young Children (http://www.naeyc.org), the largest professional organization for early childhood teachers. Teachers should also regularly visit the early childhood page on the Educator Portal+.

NEW TEACHER SUPPORT

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

In addition, new teachers are encouraged to utilize Teaching in Action to observe their high-performing colleagues during scheduled classroom observations.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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

"NOW THAT I HAVE MY IMPACT ASSESSMENT, WHAT SHOULD I DO?"

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.
- Work with your instructional coach. It's useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.
- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal's job.
- View 'Reality PD' lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.
- Participate in the Teaching in Action program to observe a teacher who is strong in an area in which you'd like to improve. See more information about the program in this section.
- Access relevant resources, such as the Teach Resource Sets, from the Educator Portal+.

DCPS UNION PARTNERS

Most DCPS staff members are represented by one of four valued union partners. Should employees have questions regarding their union membership, they may contact HR Answers at 202-442-4090. Our union partners include:

- **American Federation of State, County, and Municipal Employees (AFSCME) Local 2921:** American Federation of State, County, and Municipal Employees (AFSCME) members work in public schools throughout the nation in helping children realize their full potential. They do so by providing services critical to an effective and healthy learning environment — assisting in the classroom, and providing clerical and other support to teachers, administrators, and families. AFSCME Local 2921 represents DCPS' school-based clerical staff and educational aides. For more information, please visit www.districtcouncil20.org.

- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit www.teamsters639.com.

- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit www.councilofschoolofficers.org.

- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 4,500 members in Washington, D.C., including teachers, related service providers, counselors, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit www.wtulocal6.org.

PUTTING IT ALL TOGETHER

What does this section explain?

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

Step 1

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

Step 2

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

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Teaching and Learning Framework – Early Childhood Education (TLF-ECE)	3.72	x 75	= 279.0
Teacher-Assessed Student Achievement Data (TAS)	4.00	x 15	= 60.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
TOTAL			**374**

Step 3

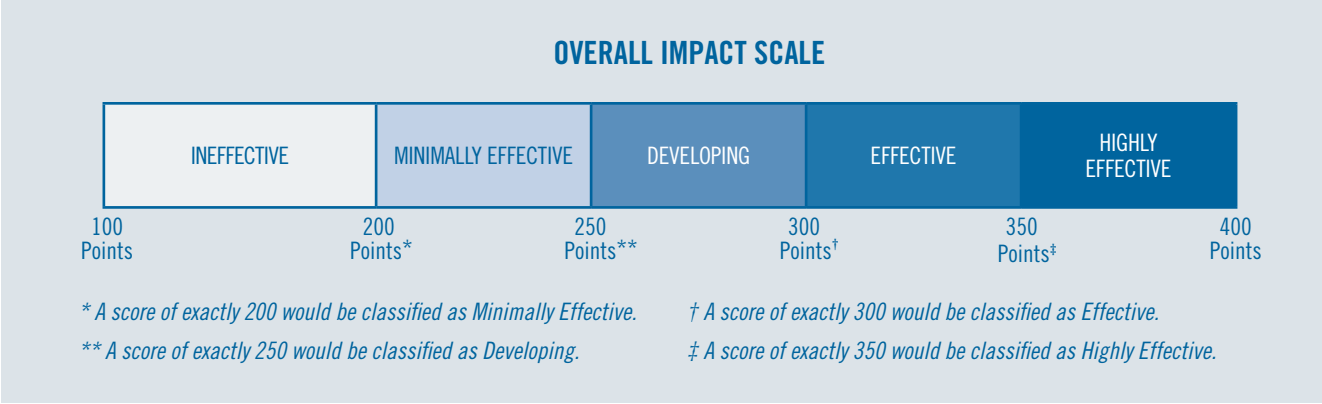
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

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

Step 5

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



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

** Specifically, DCPS may, at its discretion, revise 2015–2016 cycle deadline dates in order to accommodate district-wide testing schedules.*

What do these ratings mean?

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

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

Developing: This rating signifies performance that is below expectations. A WTU or CSO member who earns a Developing rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective and he or she will not advance on the LIFT career ladder. If, after three years, a teacher does not move beyond the Developing rating, he or she will be subject to separation.

Minimally Effective: This rating signifies performance that is significantly below expectations. A WTU or CSO member who earns a Minimally Effective rating will be held at his or her current salary step and will not advance on the LIFT ladder until he or she earns a rating of Effective or Highly Effective. If, after two years, a teacher does not move beyond the Minimally Effective rating, he or she will be subject to separation.

Ineffective: This rating signifies unacceptable performance. Teachers who receive this rating for one year will be subject to separation.

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

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

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

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

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

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

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

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

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

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

Can I contest a score in the middle of the year?

No. The formal appeals process takes place after final IMPACT ratings are calculated at the end of the school year. However, during the school year, if you have additional evidence which you believe should be reviewed in determining a specific assessment score, you may submit that evidence directly to your assessor for his or her consideration.

IMPACT*plus* — WTU

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

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

How do I know if I am a WTU member?

All teachers, instructional coaches, librarians, counselors, some related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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

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

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

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

How does it work?

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

Andrea Leoncavalla

PART 1: ANNUAL BONUS

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 TARGETED SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$10,000	Additional $10,000	$20,000
	Low-Poverty	$2,000	n/a	$2,000

How do I know my school's poverty level?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/page/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do teachers in high-poverty schools receive higher bonuses?

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

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

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

How do I know if I work in one of the 40 targeted schools?

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

If I *retire* at the end of the 2015–2016 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2015–2016 school year, will I be eligible for the bonus?

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

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

No.

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

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

Are there any conditions attached to accepting this bonus?

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

Am I required to accept the bonus?

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

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses by the end of the calendar year in which they are earned.

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

Yes.

If I earn a Highly Effective rating again in the next school year (2016–2017), will I be eligible for another bonus?

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

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

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

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

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

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

ADVANCED TEACHER STAGE

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

For example, let's imagine that it is the end of the 2015–2016 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2016–2017 school year — your fifth year of teaching — we would actually pay you as if you were in your seventh year (5 years + 2 year service credit). In this case, your salary would increase from $61,158 to $69,132 — a base salary increase of nearly $8,000.

DISTINGUISHED TEACHER STAGE

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

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

For example, let's imagine that it is the end of the 2015–2016 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you have a bachelor's degree only. For the 2016–2017 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your eleventh year (6 years + 5 year service credit). In this case, your salary would increase from $56,655 to $81,335 — a base salary increase of nearly $25,000.

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

EXPERT TEACHER STAGE

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

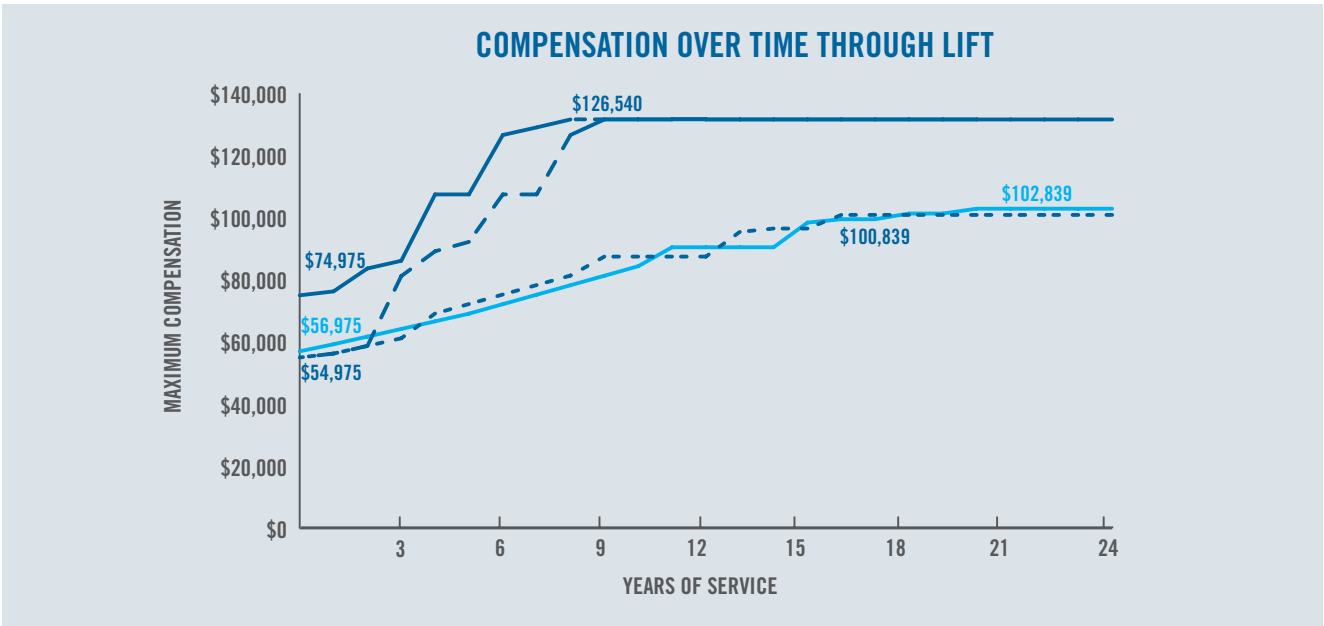
The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit.

For example, let's imagine that it is the end of the 2015–2016 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2016–2017 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your fifteenth year (10 years + 5 year service credit). In this case, your salary would increase from $75,232 to $92,613 — a base salary increase of more than $17,000.

How will my compensation increase over time through LIFT?

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

The graph below represents compensation over time for four hypothetical teachers with master's degrees:



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

Will the service credit count for retirement eligibility?

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

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

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

For example, imagine that you are at the Established Teacher stage during the 2015–2016 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2016–2017 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in 2015–2016 and in 2016–2017 must be high-poverty.

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

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

Am I required to accept the increase in base salary?

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

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

No. Formerly, teachers who reached the Expert Teacher LIFT stage or served their last year as a Distinguished Teacher while teaching in a low-poverty school were ineligible for a base salary increase (five-year service credit and promotion to the PhD band). This policy has changed, however, such that a teacher who reached the Expert Teacher stage at a low-poverty school will become eligible if he or she moves to a high-poverty school, earns two consecutive Highly Effective ratings, and teaches in a high-poverty school for an additional year. In this circumstance, the teacher will be awarded the base salary increase at the start of the third consecutive year in a high-poverty setting.

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

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

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

IMPACT*plus* — CSO

What is IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

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

How do I know if I am a CSO member?

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

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

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

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

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

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 TARGETED SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$1,500	$500	$2,000
	Low-Poverty	$1,000	n/a	$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/page/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do CSO members in high-poverty schools receive higher bonuses?

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

Why do CSO members who work in the 40 targeted schools receive a special add-on?

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

How do I know if I work in one of the 40 targeted schools?

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

If I *retire* at the end of the 2015–2016 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2015–2016 school year, will I be eligible for the bonus?

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

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

No.

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses by the end of the calendar year in which they are earned.

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

Yes.

If I earn a Highly Effective rating again in the next school year (2016–2017), will I be eligible for another bonus?

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

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

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

CONCLUDING MESSAGE

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

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

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

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