IMPACT

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

2

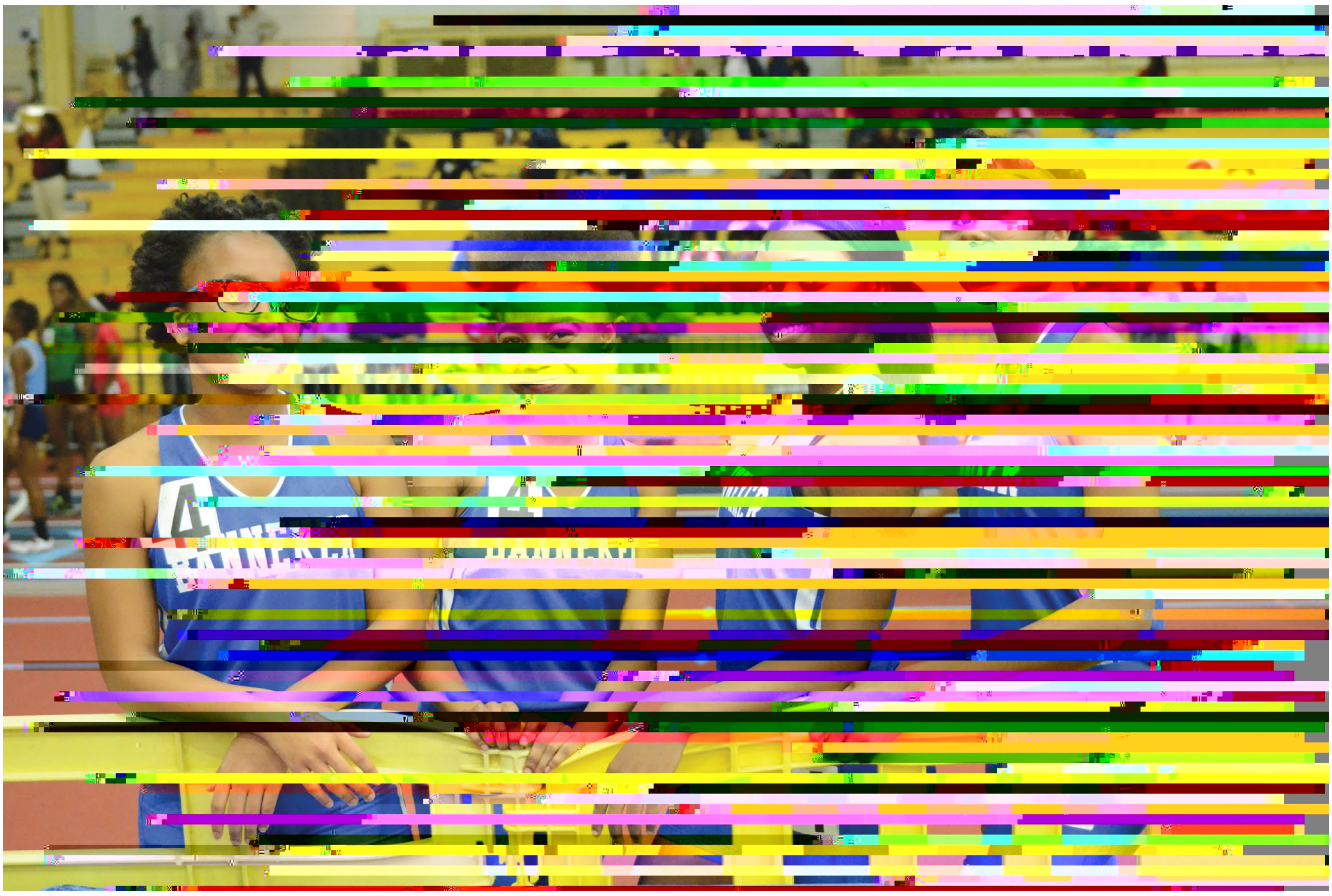
4

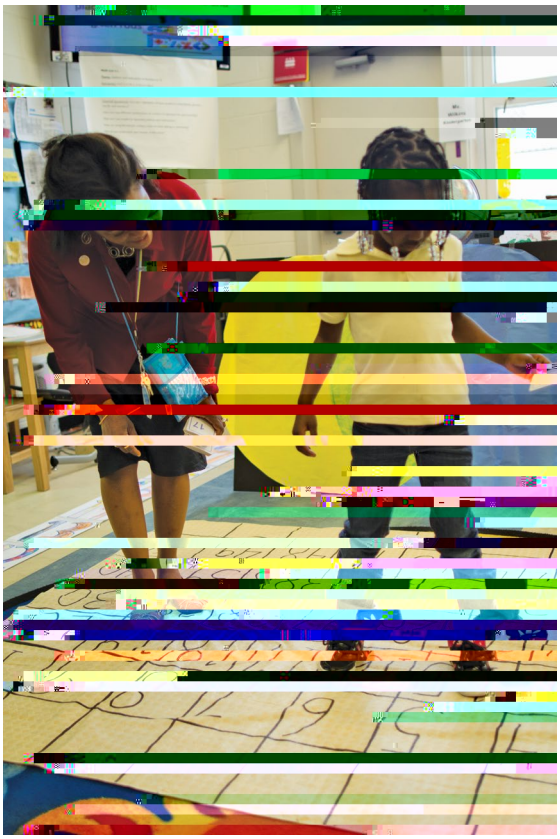
5

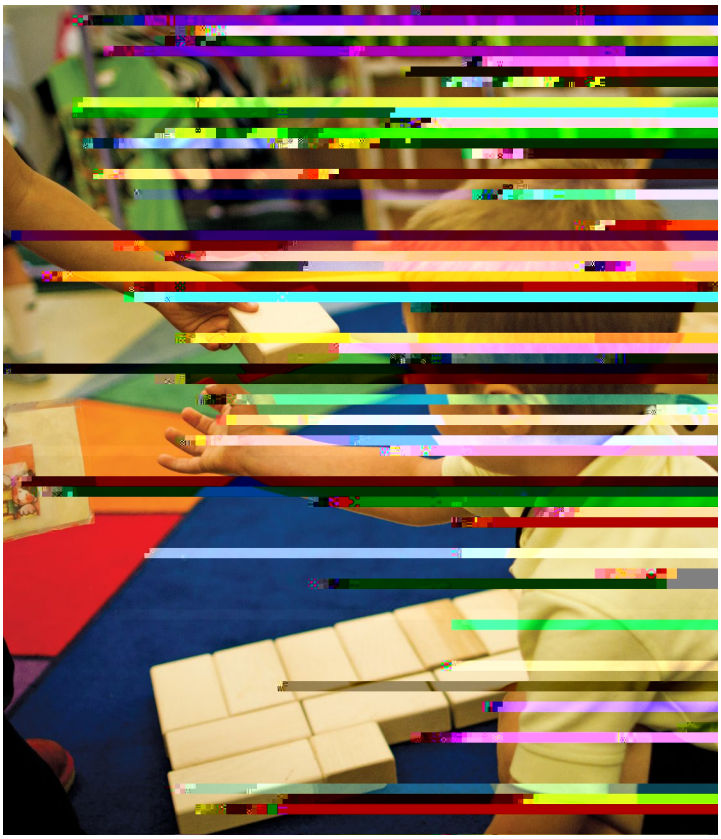
54

58 *plus*

66







GROUP 1a: OVERVIEW

Who is in Group 1a?

1a

What are the IMPACT components for members of Group 1a?

1a

- Essential Practices (EP) — 2 %
- LEAP Leadership Framework (LLF) — 20%
- Student Achievement Data — 1a *Individual Value-Added Student Achievement Data (IVA)* *Teacher-Assessed Student Achievement Data (TAS)*. %
  - IVA 2 %
  - TAS

Who conducts IMPACT observations?

How many IMPACT observations will I receive?

If I am an Expert Teacher and qualify for reduced IMPACT observations, may I request to receive an additional observation?

DCPS ESSENTIAL PRACTICES (EP)

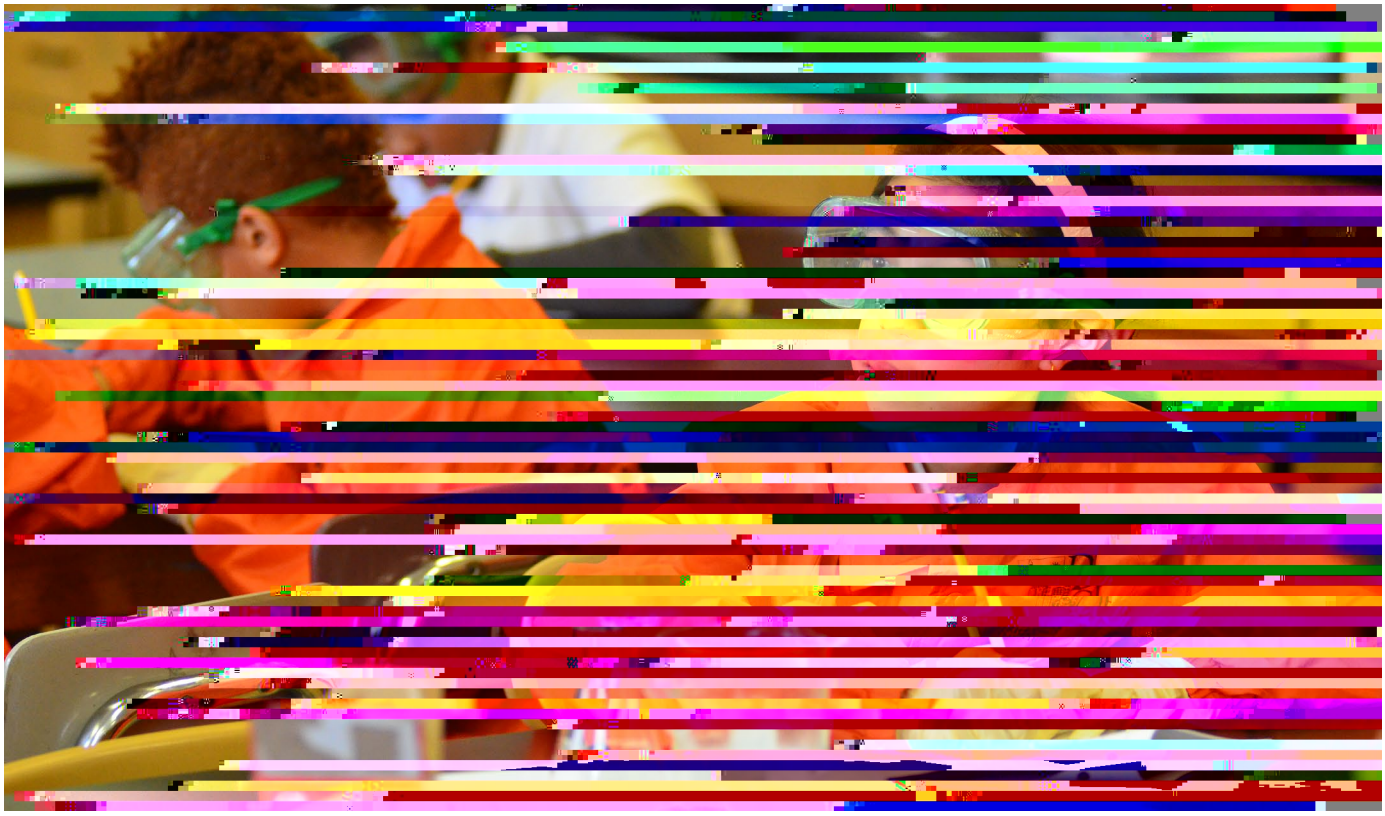
ESSENTIAL PRACTICE	ELEMENT	ELEMENT SCORE	ESSENTIAL PRACTICE SCORE

How long will each formal IMPACT observation last?

Will my formal IMPACT observation be in-person or virtual?

Will I receive an informal observation?

Will IMPACT observations be



ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

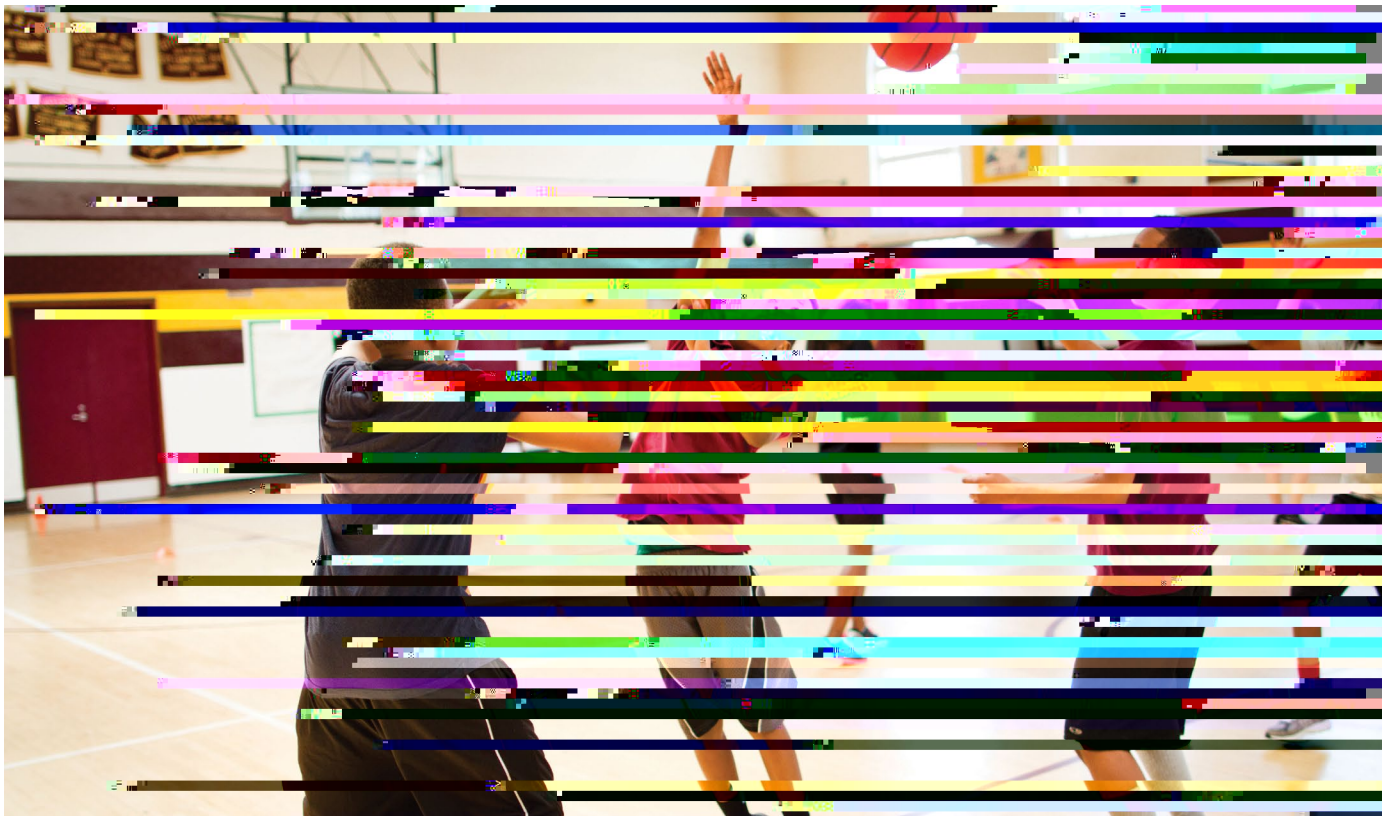
LEVEL 4

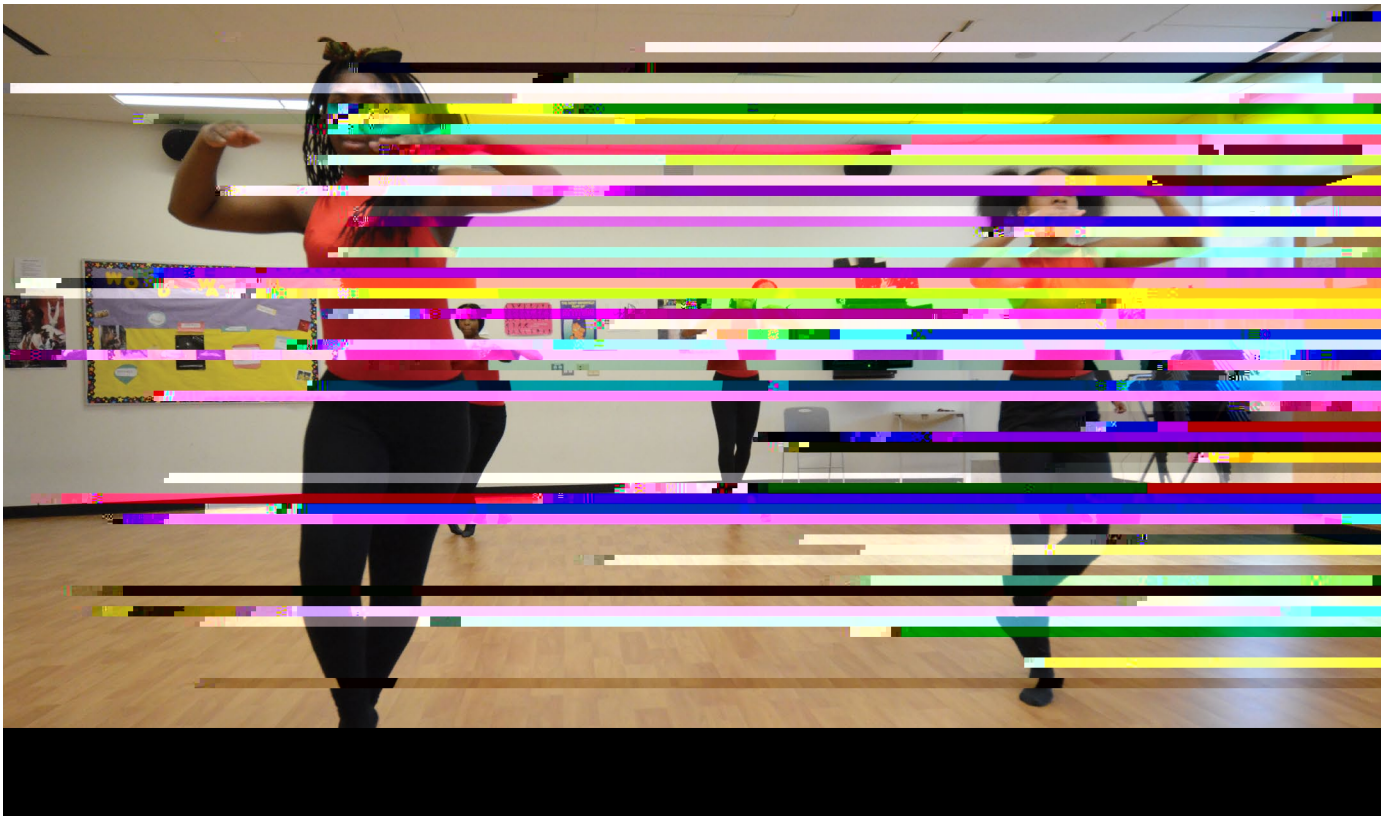
. The learning experience fosters students' intellectual curiosity about the content.

ESSENTIAL PRACTICE 2	CHALLENGE STUDENTS WITH RIGOROUS CONTENT

English Language Arts Content-Specific Examples

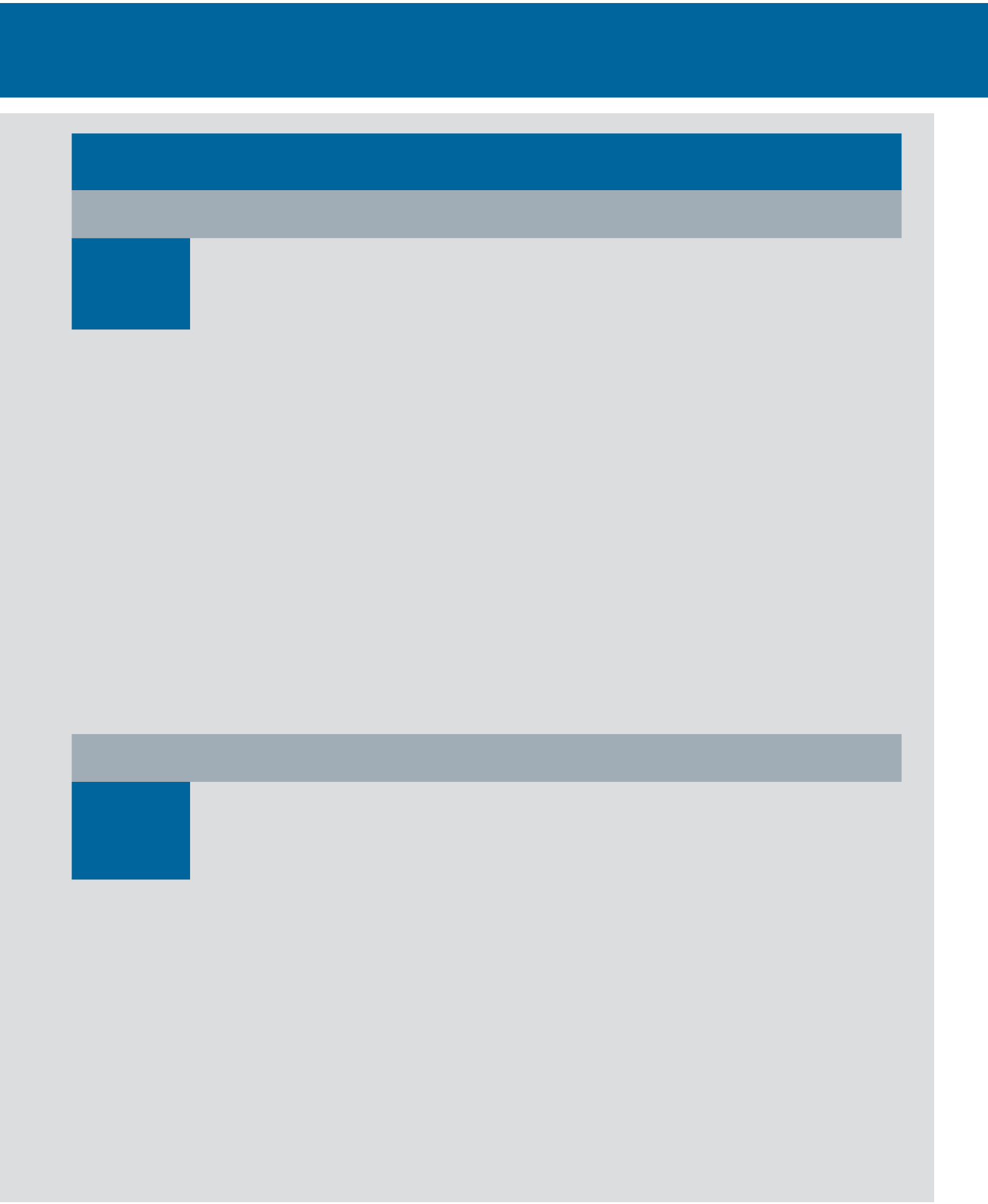
Essential Practice Examples	Module Examples





ESSENTIAL PRACTICE 4 — MAXIMIZE STUDENT OWNERSHIP OF LEARNING

	4.A Cognitive Work	4.B Higher-Level Understanding
LEVEL 4	majority	All or almost all
	See also examples from Level 3	
LEVEL 3	a significant meaningful cognitive work,	



ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Mathematics Content-Specific Examples

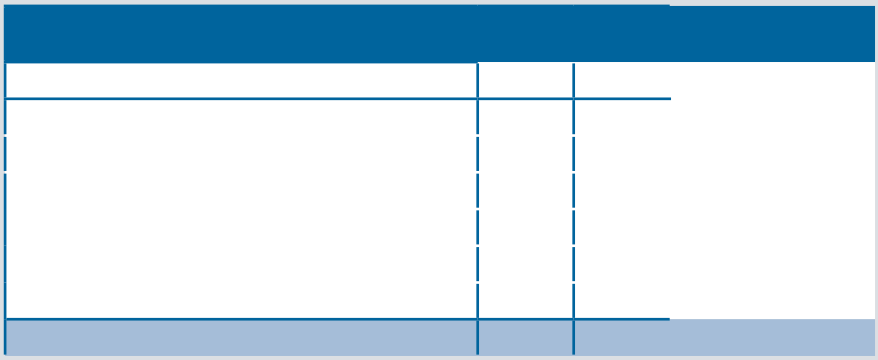
Essential Practice Examples	Module Examples

8 9 10

ESSENTIAL PRACTICE 5	RESPOND TO EVIDENCE OF STUDENT LEARNING

English Language Arts Content-Specific Examples		Mathematics Content-Specific Examples	
Module Examples		Module Examples	
12			

LEAP LEADERSHP FRAMEWORK STANDARDS (LLF)



	LEVEL 4 (HIGHEST)	LEVEL 3
LLF 1	FOSTER A POSITIVE LEAP TEAM CULTURE*	

LEVEL 2	LEVEL 1 (LOWEST)
demonstrates positive rapport with al , but inconsistently .	The expectation of Level 2 practice is not met.

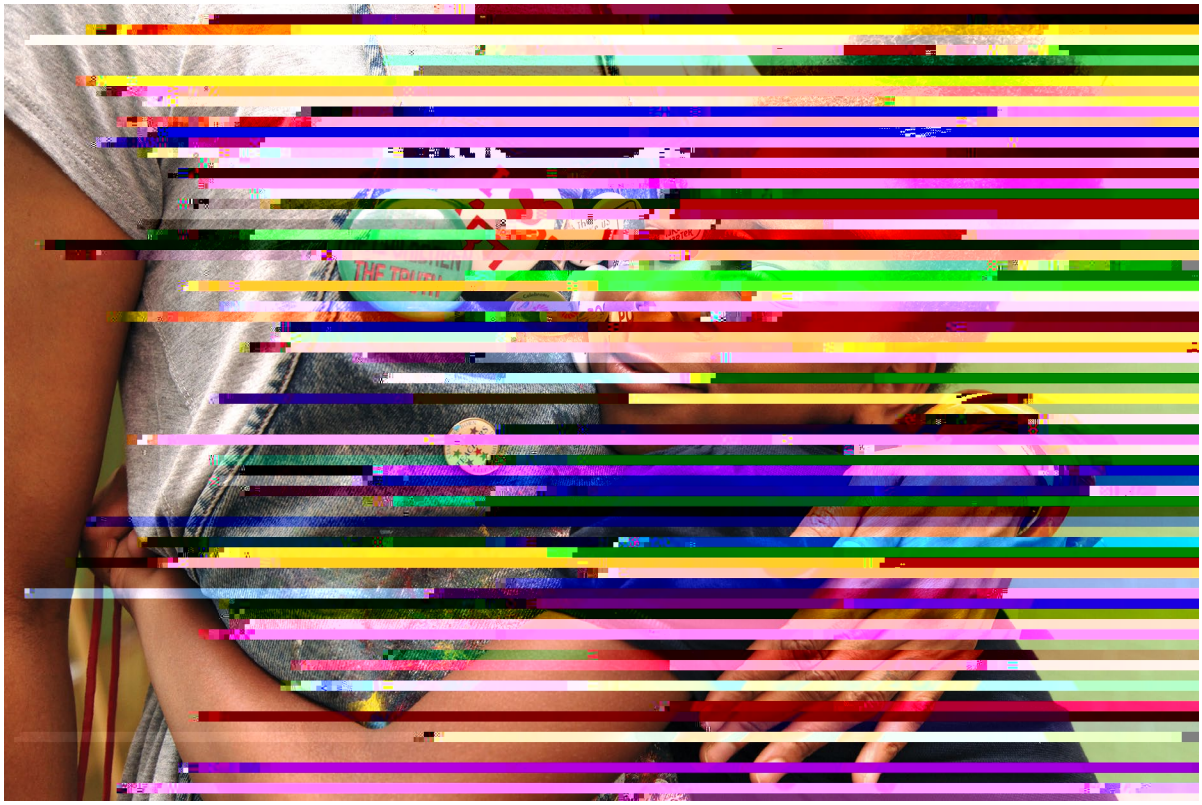
	LEVEL 4 (HIGHEST)	LEVEL 3
LLF 2	PLAN FOR PURPOSEFUL LEAP SEMINARS	
	LEAP Leader differentiates seminar content and/or activities to meet the needs of individual LEAP Team teachers.	[illegible] challenging seminars with clear outcomes tailored to the needs [illegible].
	For example, the LEAP Leader: *Level 3 examples AND* ■ *Tailors the seminar to a teacher's skill level and/or learning style* ■ *Conducts artifact analysis to identify individual teacher needs* ■ *Adapts seminar content and delivery to address misconceptions of individual teachers* ■ *Modifies tasks and activities to promote planning and practice around areas of need*	*Modifit*

	LEVEL 4 (HIGHEST)	LEVEL 3

IVA

What is IVA?

How is IVA calculated?



If I have additional questions about student surveys, whom should I contact?

[illegible]

What is Teacher-Assessed Student Achievement Data?

What assessments can I use?

Why is this one of my IMPACT components?

How will this process work?

TAS

	LEVEL 4 (HIGHEST)	LEVEL 3
TAS 1	TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA	
	exceptional approved validated	significant approved validated

LEVEL 2	LEVEL 1 (LOWEST)
some	little

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 3	OVERALL

LEVEL 2	LEVEL 1 (LOWEST)
☒ ☒ a sometimes	☒ ☒ a rarely or never

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4	PARTNERSHIP WITH FAMILIES	

	LEVEL 2	LEVEL 1 (LOWEST)
	sometimes	rarely or never

What is Core Professionalism?

How will my Core Professionalism be assessed?

CORE PROFESSIONALISM (CP)

Alfabeto de Español
Aa Bb Cc Ch ch
Ii Jj Kk
Mm Nn Ñ
Qq Rr Ss
Vv Ww Xx

	MEETS STANDARD	SLIGHTLY BELOW STANDARD
CP 1	ATTENDANCE	
	[illegible] no [illegible] [illegible] (a [illegible] a [illegible] a [illegible] [illegible], a [illegible], [illegible] a [illegible] a [illegible]).	[illegible] a 1 [illegible] [illegible] (a [illegible] a [illegible] a [illegible] [illegible], a [illegible], [illegible] a [illegible] a [illegible]).
CP 2	ON-TIME ARRIVAL	
	[illegible] no [illegible] [illegible] a [illegible] a (a [illegible] a [illegible] a [illegible] [illegible], a [illegible], [illegible] a [illegible] a [illegible]).	[illegible] a 1 [illegible] [illegible] a [illegible] a (a [illegible] a [illegible] a [illegible] [illegible], a [illegible], [illegible] a [illegible] a [illegible]).
CP 3	POLICIES AND PROCEDURES	
	[illegible] always [illegible] [illegible] a [illegible] a [illegible] [illegible] a [illegible]	

SIGNIFICANTLY BELOW STANDARD

2 or more

2 or more

demonstrates a pattern

a single egregious act

PUTTING IT ALL TOGETHER

What does this section explain?

[illegible]

Step 1

[illegible] 1.0 ( ) 1.0 ( ).

Step 2

[illegible] 1 0 0 1 1 .2 [illegible]

Step 5

Step 6

What do these ratings mean?

Highly Effective:

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

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

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

PART 1: ANNUAL BONUS

How does the annual bonus work?

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

PART 2: INCREASE IN BASE SALARY

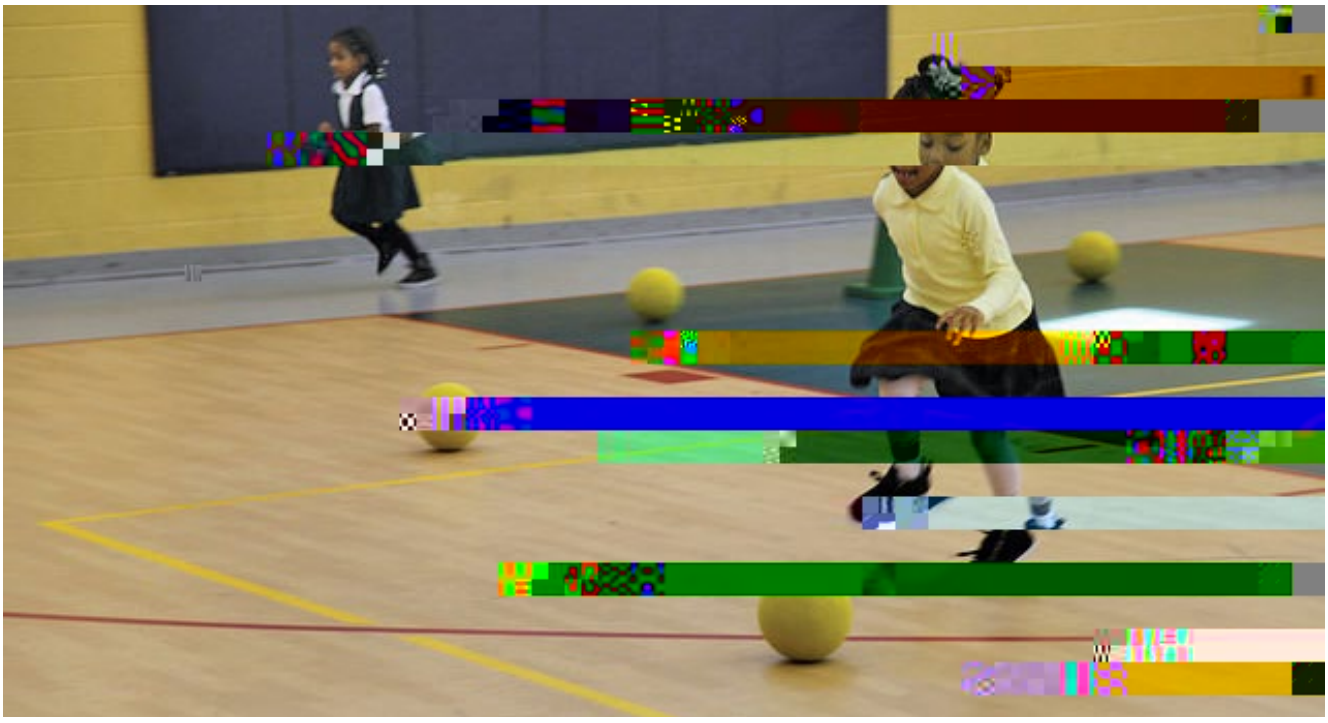
How does the increase in base salary work?

How will my compensation increase over time through LIFT?

Will the service credit count for retirement eligibility?

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

Are there any conditions attached to



IMPACT*plus* — CSO

What is IMPACT*plus*?

plus a . l a - a . l a , l . l . a , . a ' ( ) a . ( ) . a a a .

Who is eligible for IMPACT*plus*?

l . a a a , . l a - a . l a . *plus*.

How do I know if I am a CSO member?

- a a a a . l a . a . a . a , . a . a . a , . l a . a l a . a 202- 2- 0 0. a 202- 2 - 700.

How does the annual bonus work?

a .

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

. a . l a , , . a a a l a . , . . a a , , , . l a . a . al a 202-71 - . l a 12 , . .

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

. . , a , . a . . *plus*. . a l . a . , a , . l a . a a 202- 2 - 700.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
	, - . . ,	$1, 00	$ 00	$2,000
	, - . . ,	$1,000	/a	$1,000

How do I know my school's poverty level?

a . ' . , . . / *plus* a . a a . , . . a l . a . . , . a a . , . . ' . a - . a .

What are the Comprehensive Support

If I am employed by DCPS for only part

DI