Related Service Providers

GROUP 12

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2014 2015

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LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the third year of *A Capital Commitment* – our district's five-year plan to dramatically accelerate student achievement – and the sixth year of implementing IMPACT, I am deeply proud of the progress we've made. I want to thank you – the educators working in our schools – for your great work.

DCPS has made tremendous improvements over the past three years on everything from the DC CAS and the NAEP TUDA, to increased student enrollment, reduced truancy rates, and improved satisfaction. While I am proud of these accomplishments, I am not yet satisfied. The fact is that we have made progress *and* still have a lot left to do.

First, we need to continue to invest in our middle and 40 lowest-performing schools. We have already invested over $40 million in funding to ensure that students receive rigorous academic content, focusing in particular on the Common Core, and a wide range of opportunities from choir and art to world languages and algebra. These funds are also critical to addressing the social and emotional needs of our students and to extending the school day so that students in our lowest-performing schools have time for remediation and exploration.

Second, we need to do more to ensure our students feel excited and supported at school. We dedicated $5 million to helping schools improve student satisfaction so that every student, regardless of income, ward, grade level, or language ability, will get exposure to the amazing classroom that is our city. We also introduced the Proving What's Possible Student Satisfaction Awards to help schools provide more enrichment and experiential learning opportunities for students this year.

Lastly, we need to do everything we can to continue building the best educator force in the nation. Our workforce has never been better. This is because we have made serious, sustained investments in educator effectiveness through IMPACT, IMPACT*plus*, and LIFT to name a few. Still, we need educators to become even better. The next phase of this work will focus on scaling up teacher leadership initiatives, finding new ways to recognize and reward great work, and further targeting development opportunities.

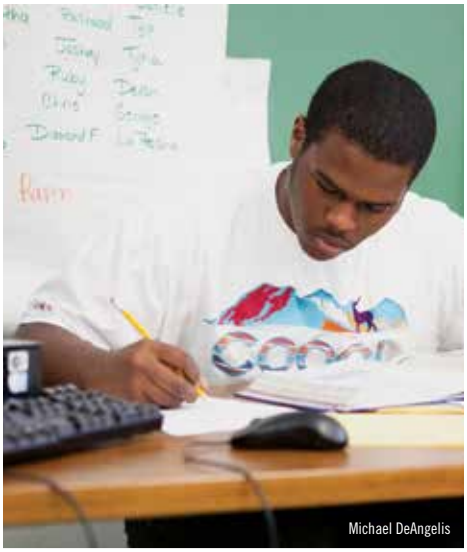
CAPITAL COMMITMENT GOALS

1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.
2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.
3. At least 75% of incoming ninth graders will graduate from high school in four years.
4. 90% of students will say they like their school.
5. We will continue to increase student enrollment.

I am incredibly honored to work with you as we relentlessly move ahead to meet our bold goals. Success will depend on our collective commitment to ensuring all students receive a quality education.

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 12: OVERVIEW

Who is in Group 12?

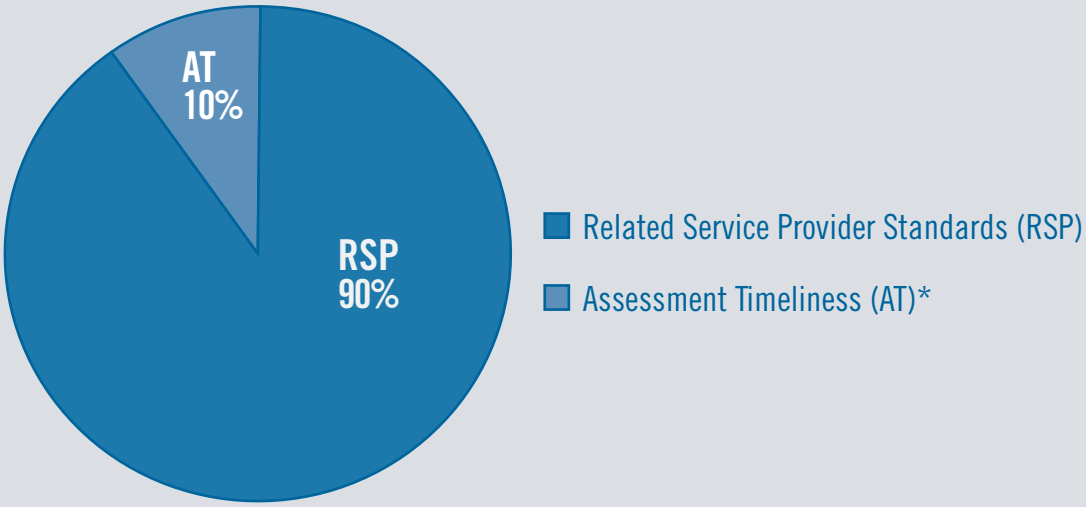
Group 12 consists of all related service providers, except speech-language pathologists serving as case managers, who are in Group 12a.

What are the IMPACT components for members of Group 12?

There are three IMPACT components for members of Group 12. Each is explained in greater detail in the following sections of this guidebook.

- **Related Service Provider Standards (RSP)** — These standards define excellence for related service providers in DCPS. They make up 90% of your IMPACT score.
- **Assessment Timeliness (AT)** — This is a measure of the extent to which you complete your assigned assessments within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction. 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 and all itinerant instructional 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 12



* *In the event that a related service provider's responsibilities do not include completing assessments, or in the event that Assessment Timeliness (AT) cannot be scored, the Related Service Provider Standards (RSP) component will expand to replace the AT portion of the pie.*

RSP RELATED SERVICE PROVIDER STANDARDS

What are the Related Service Provider Standards?

These standards define excellence for related service providers in DCPS. They are divided into four domains:

- Domain 1: Assessment*
  - Standard 1: Use of Assessment Battery
  - Standard 2: Interpretation of Assessment Data
  - Standard 3: Report Conclusions and Format
- Domain 2: Service Delivery†
  - Standard 1: Focus on Session Goals
  - Standard 2: Student Engagement
  - Standard 3: Clinical Standards
- Domain 3: Collaboration
  - Standard 1: Collaboration with School Staff
  - Standard 2: Collaboration with Families
  - Standard 3: Problem Solving
- Domain 4: Documentation
  - Standard 1: Service Delivery Rates, Documentation, and Assessment Completion

Who developed the Related Service Provider Standards?

The standards were developed in collaboration with DCPS related service providers and staff from the DCPS Office of Specialized Instruction.

How will my proficiency in the Related Service Provider Standards be assessed?

Your program manager from the DCPS Office of Specialized Instruction will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by February 5 and the second by June 11.

As part of each assessment cycle, you will have a conference with your program manager. At this conference you will receive feedback based on the Related Service Provider Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Related Service Provider Standards 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 two 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 to the right.

How will staff members who have earned Highly Effective ratings two years in a row be assessed this year?

Staff members who have earned Highly Effective ratings during both of the last two school years will receive an assessment by February 5. If the score from this assessment is 3.0 or higher, the staff member will not receive her/his second assessment, unless requested by the staff member. If the score is below 3.0, the staff member will continue on the normal assessment schedule.

If I have earned Highly Effective ratings two years in a row and qualify for reduced assessments this year, may I request to receive the full set of assessments available to staff members in my IMPACT group?

Yes. After Cycle 1 ends, the IMPACT team will notify you via email if you will be receiving reduced assessments. At that point, you may log into the IMPACT database at http://impactdcps.dc.gov to indicate that you would like to receive your remaining assessment(s).

* *These standards may be scored as "Not Applicable" if the related service provider does not conduct assessments.*

† *These standards may be scored as "Not Applicable" if the related service provider does not deliver services.*

SAMPLE SCORE CHART

RELATED SERVICE PROVIDER STANDARDS (RSP)

RELATED SERVICE PROVIDER STANDARDS (RSP)	CYCLE ENDS 2/5	CYCLE ENDS 6/11	OVERALL *(Average of Cycles)*
RSP SCORE *(Average of RSP A1 to RSP D1)*	3.60	3.50	3.55
DOMAIN 1: ASSESSMENT			
RSP A1: Use of Assessment Battery	3.0	4.0	
RSP A2: Interpretation of Assessment Data	4.0	3.0	
RSP A3: Report Conclusions and Format	4.0	4.0	
DOMAIN 2: SERVICE DELIVERY			
RSP SD1: Focus on Session Goals	3.0	3.0	
RSP SD2: Student Engagement	4.0	4.0	
RSP SD3: Clinical Standards	4.0	3.0	
DOMAIN 3: COLLABORATION			
RSP C1: Collaboration with School Staff	3.0	3.0	
RSP C2: Collaboration with Families	4.0	4.0	
RSP C3: Problem Solving	3.0	3.0	
DOMAIN 4: DOCUMENTATION			
RSP D1: Service Delivery Rates, Documentation, and Assessment Completion	4.0	4.0	

Andy Le

If I have additional questions about the Related Service Provider Standards, whom should I contact?

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

RELATED SERVICE PROVIDER STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP A1	**USE OF ASSESSMENT BATTERY**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by explaining the relevance of the tests administered in family-accessible language.	Related service provider **consistently** utilizes all of the appropriate tests (including bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.
RSP A2	**INTERPRETATION OF ASSESSMENT DATA**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by explaining the test results in family-accessible language.	Related service provider **consistently** administers, scores, and describes the results of all assessments in an accurate and educationally-focused manner and includes a statement describing any concerns about validity.
RSP A3	**REPORT CONCLUSIONS AND FORMAT**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by including in the Assessment Report, in accessible language, practical strategies that school staff and families can use to help improve the student's academic achievement.	In the Assessment Report, the related service provider **consistently** explains, in an effective manner, the impact of the area of concern on the student's ability to access grade-level material and makes recommendations as appropriate; and the Assessment Report is **always** written in proper format.

Note: These standards may be scored as "Not Applicable" if the related service provider does not conduct assessments.

Bel Perez Gabilondo

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Related service provider **sometimes** utilizes all of the appropriate tests (including bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.	Related service provider **rarely or never** utilizes all of the appropriate tests (including bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.
Related service provider **sometimes** administers, scores, and describes the results of all assessments in an accurate and educationally-focused manner and includes a statement describing any concerns about validity.	Related service provider **rarely or never** administers, scores, and describes the results of all assessments in an accurate and educationally-focused manner and includes a statement describing any concerns about validity.
In the Assessment Report, the related service provider **sometimes** explains, in an effective manner, the impact of the area of concern on the student's ability to access grade-level material and makes recommendations as appropriate; and the Assessment Report is **almost always** written in the proper format.	In the Assessment Report, the related service provider **rarely or never** explains, in an effective manner, the impact of the area of concern on the student's ability to access grade-level material and makes recommendations as appropriate; or the Assessment Report is **rarely or never** written in the proper format.

Michael DeAngelis

Michael DeAngelis

RELATED SERVICE PROVIDER STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP SD1	**FOCUS ON SESSION GOALS**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by assessing student progress throughout the session in order to adjust service delivery, as necessary, to ensure progress towards goals.	Related service provider **consistently** ensures that activities are appropriately aligned to the skills being addressed and to the goals of the session; and **consistently** makes students aware of the skills being addressed, the goals of the session, and how the skills apply to the classroom and to life experiences.
RSP SD2	**STUDENT ENGAGEMENT**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by ensuring that students who are frequently absent or resistant (plateau in progress) receive services (for example, by developing alternative therapeutic activities).	Related service provider **consistently** uses a variety of strategies, in an effective manner, to ensure student engagement in implementation of IEP services and/or collection of assessment data.
RSP SD3	**CLINICAL STANDARDS**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by continuously improving practice (for example, by implementing new evidence-based strategies).	Related service provider **consistently** delivers services that meet clinical standards for effective practice (for example, standards of the American Speech-Language-Hearing Association, the National Association of Social Workers, or the National Association of School Psychologists).

Note: These standards may be scored as "Not Applicable" if the related service provider is not responsible for service delivery.

Bel Perez Sabilondo

Andy Le

LEVEL 2	LEVEL 1 (LOWEST)
Related service provider **sometimes** ensures that activities are appropriately aligned to the skills being addressed and to the goals of the session; and **sometimes** makes students aware of the skills being addressed, the goals of the session, and how the skills apply to the classroom and to life experiences.	Related service provider **rarely or never** ensures that activities are appropriately aligned to the skills being addressed and to the goals of the session; or **rarely or never** makes students aware of the skills being addressed, the goals of the session, and how the skills apply to the classroom and to life experiences.
Related service provider **sometimes** uses a variety of strategies, in an effective manner, to ensure student engagement in implementation of IEP services and/or collection of assessment data.	Related service provider **rarely or never** uses a variety of strategies, in an effective manner, to ensure student engagement in implementation of IEP services and/or collection of assessment data.
Related service provider **sometimes** delivers services that meet clinical standards for effective practice (for example, standards of the American Speech-Language-Hearing Association, the National Association of Social Workers, or the National Association of School Psychologists).	Related service provider **rarely or never** delivers services that meet clinical standards for effective practice (for example, standards of the American Speech-Language-Hearing Association, the National Association of Social Workers, or the National Association of School Psychologists).

Bel Perez Gabilondo

Simona Monatti

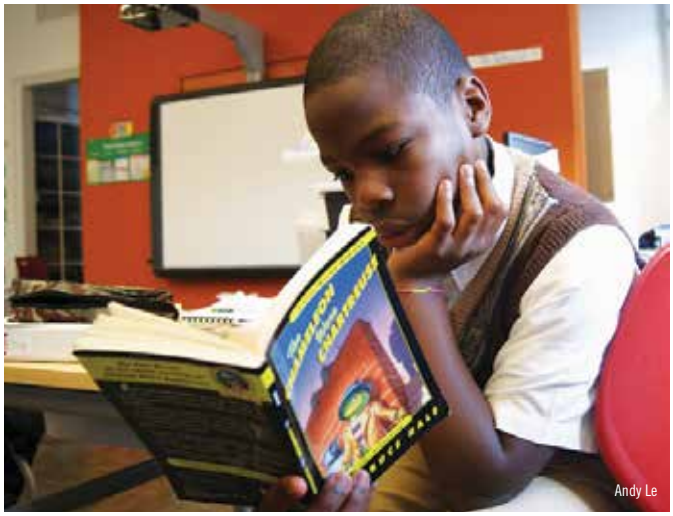
RELATED SERVICE PROVIDER STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP C1	**COLLABORATION WITH SCHOOL STAFF**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by creating and implementing high-quality professional development for school staff that is aligned with school needs and goals as identified by administrators (for example, by providing training to staff on strategies teachers can implement to support a related service intervention).	Related service provider **consistently** collaborates, in an effective manner, with school staff and other service providers (for example, proactively links interventions to classroom lessons and informs teachers of student progress, and communicates effectively with the special education coordinator and case managers); and **always** participates, in an appropriate manner, in school activities (for example, appropriately articulates student progress in IEP meetings, and provides teachers with strategies to implement that will maximize related service interventions).
RSP C2	**COLLABORATION WITH FAMILIES**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by providing families with specific, practical, and effective strategies to help their children succeed outside of the school setting.	Related service provider **consistently** informs parents or guardians, in a respectful and family-accessible manner, of student needs and progress (for example, during IEP or eligibility meetings or over the phone).
RSP C3	**PROBLEM SOLVING**	
	Related service provider meets **all Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of energy towards helping school staff connect with students' families (for example, by developing strategies, allocating resources, and overcoming obstacles to arrive at solutions that maximize the positive impact on students).	Related service provider **consistently** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.

Brian Tropiano

Bel Perez Gabilondo

LEVEL 2	LEVEL 1 (LOWEST)
Related service provider **sometimes** collaborates, in an effective manner, with school staff and other service providers (for example, proactively links interventions to classroom lessons and informs teachers of student progress, and communicates effectively with the special education coordinator and case managers); and **always** participates, in an appropriate manner, in school activities (for example, appropriately articulates student progress in IEP meetings, and provides teachers with strategies to implement that will maximize related service interventions).	Related service provider **rarely or never** collaborates, in an effective manner, with school staff and other service providers; or **does not always** participate, in an appropriate manner, in school activities.
Related service provider **sometimes** informs parents or guardians, in a respectful and family-accessible manner, of student needs and progress (for example, during IEP or eligibility meetings or over the phone).	Related service provider **rarely or never** informs parents or guardians, in a respectful and family-accessible manner, of student needs and progress.
Related service provider **sometimes** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.	Related service provider **rarely or never** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.


Andy Le

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RELATED SERVICE PROVIDER STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP D1	SERVICE DELIVERY RATES, DOCUMENTATION, AND ASSESSMENT COMPLETION	
	Related service provider **always** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **always** adheres to due diligence guidelines; and **always** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.	Related service provider **consistently** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **consistently** adheres to due diligence guidelines; and **consistently** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.

** Provider management application activities may include, but are not limited to, community referrals, Tier I and Tier II interventions, classroom and staff presentations, and student service alignment plans (SSAPs).*

Brian Tropiano

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Related service provider **sometimes** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **sometimes** adheres to due diligence guidelines; and **sometimes** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.	Related service provider **rarely or never** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **rarely or never** adheres to due diligence guidelines; and **rarely or never** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.

Michael DeAngelis

Michael DeAngelis

AT ASSESSMENT TIMELINESS

What is Assessment Timeliness?

This is a measure of the extent to which you complete the assessments assigned to you within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Why is this one of my IMPACT components?

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

How will my Assessment Timeliness be calculated?

In the spring, you will have the opportunity to confirm the assessments you completed this year. Your Assessment Timeliness score will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).

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

Bel Perez Gabilondo

Michael DeAngelis

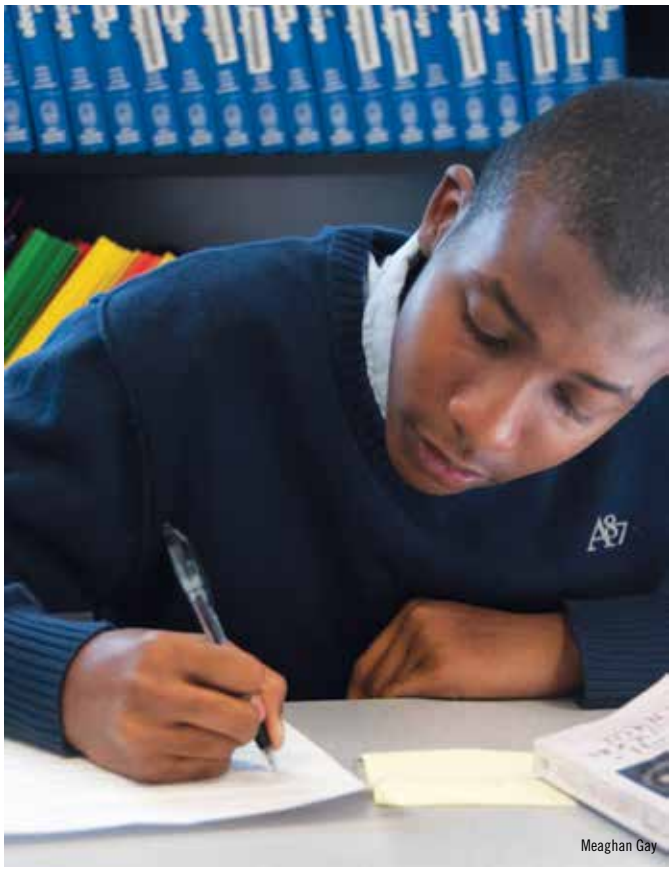
Brian Tropiano

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

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

AT ASSESSMENT TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
AT 1	ASSESSMENT TIMELINESS	
	Individual completes **100%** of assigned assessments within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.	Individual completes **95-99%** of assigned assessments within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.


Meaghan Gay

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Individual completes **90-94%** of assigned assessments within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.	Individual completes **less than 90%** of assigned assessments within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Michael DeAngelis

Michael DeAngelis

CP CORE PROFESSIONALISM

What is Core Professionalism?

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

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 5 and the second by June 17.

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 2/5	CYCLE ENDS 6/17	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.

FOR RELATED SERVICE PROVIDERS

The Office of Specialized Instruction provides discipline-specific related service provider (RSP) training that is held during district professional development days. Webinars are also available to support RSP practice. Training materials and guidebooks for each discipline are posted on the RSP page on the Educator Portal+. Visit PD Planner for training dates and topics.

The psychology program offers monthly case conferences during which participants learn about recent developments in evidence-based practice, receive feedback and support from program managers and peers, and apply new learning to current students on their caseloads.

The related service provider Special Education Data System (SEDS) refresher training is an online session that targets key SEDS functions that RSPs utilize on a consistent basis, such as uploading assessments and documenting services. To access the training at any time, visit the RSP page on the Educator Portal+.

PD PLANNER

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

EDUCATOR PORTAL+

The Educator Portal+ is an online platform that provides educators with resources related to the adoption of the Common Core State Standards and the goals of the DCPS academic plan. Through the portal, DCPS educators can also access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework. Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and major subject areas
- **Teach Standard Resource Sets:** Self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard
- **Curricular Resources:** DCPS's scope and sequence documents, unit overviews, learning modules, and more

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

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

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

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

THE WASHINGTON TEACHERS' UNION

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

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

PUTTING IT ALL TOGETHER

What does this section explain?

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

Step 1

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

Step 2

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

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Related Service Provider Standards (RSP)	3.55	x 90	= 319.5
Assessment Timeliness (AT)	3.70	x 10	= 37.0
TOTAL			**357**

Step 3

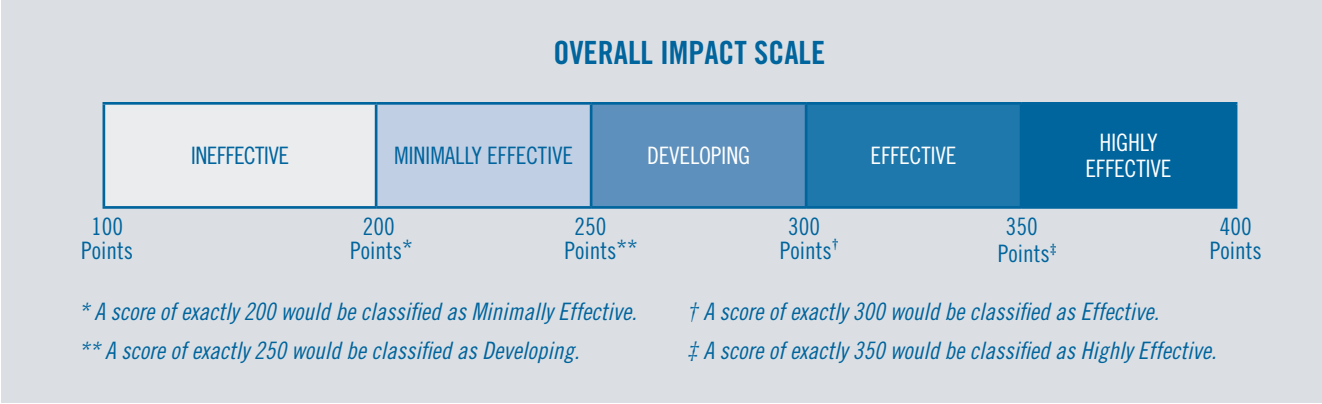
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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 2014-2015 cycle deadline dates in order to accommodate district-wide testing schedules.*

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation under the WTU contract.

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

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after three years of support, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, educators who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing educators, DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after two years of support, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, educators who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

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

Note: In very rare cases, a principal may recommend that an educator be separated more expeditiously than outlined above if the educator'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 an educator 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. Educators 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.

IMPACT*plus*

What is IMPACT*plus*?

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

Why does DCPS have a performance-based pay system?

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

Who created IMPACT*plus*?

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

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible.

How do I know if I am a WTU member?

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

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

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

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

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

How does it work?

For all WTU members who are not teachers, instructional coaches, or mentor teachers, IMPACT*plus* takes the form of an annual bonus. To qualify for the program, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS
Highly Effective	High-Poverty	$2,000
	Low-Poverty	$1,000

How do I know what my school's poverty level is?

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

Why do educators 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 educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I retire at the end of the 2014–2015 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2014–2015 school year, will I be eligible for the bonus?

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

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

No.

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

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

Are there any conditions attached to accepting the 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 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 to DCPS whether I want to accept the bonus?

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

When will I receive my bonus?

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

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

Yes.

If I earn a Highly Effective rating again next school year (2015–2016), will I be eligible for another bonus?

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

Andrea Leoncarvallo

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If I have additional questions about IMPACT*plus*, 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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