

IMPACT Annual Reference Guide

CYCLE
DATES &
SUPPORTS



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2021
2022

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PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build on past success and accelerate efforts to close the achievement gap, we must continue to concentrate our work on ensuring all students feel loved, challenged, and prepared to positively influence society and thrive in life.

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. IMPACT supports professional growth by:

- 1. Clarifying Expectations** — IMPACT outlines clear performance expectations and provides a common language of success for all school-based employees.
- 2. Providing Frequent and Meaningful Feedback** — Quality feedback is a key element in improving one's practice. Regular feedback opportunities support reflection and action planning toward excellence.

The success of our students hinges on the work you do every day. Your professional growth is critical to the DCPS mission and is cultivated through a clear vision of excellence paired with meaningful and aligned feedback opportunities.

“I'm so lucky to have started my teaching career in DCPS and to have developed my craft under IMPACT. The feedback I have received from observers over the years has made me a better teacher and in turn has helped my students learn more in a joyful classroom. Teaching in DCPS isn't like teaching anywhere else. Having a framework like IMPACT — the inspiring Essential Practices, the professional development opportunities, the continual focus on growth and collaboration with leadership — shows how much DCPS values its teachers and values learning. I'm very thankful to be a part of it.”

— *Teacher, Eastern Senior High School*

OVERVIEW

Adjustments to IMPACT (COVID-19)

The following adjustments to IMPACT — some continued (or removed) from SY20-21 and others new — are designed to first and foremost ensure that our evaluation system remains a fair and equitable measure of DCPS staff’s successes. These adjustments reflect the roles and responsibilities and many ongoing changes to the way we work together and with students.

We are ready to return to schools in person but appreciate that even in a post-vaccine stance, there may still be unanticipated disruptions and/or changes to the school year. Please know that as needed, we will continue to communicate and adjust policies accordingly.

Thank you for your role in ensuring joyful, rigorous learning opportunities for DCPS students.

OVERVIEW OF CHANGES TO IMPACT FOR DCPS STAFF IN SY21-22	
Essential Practices (EPs)	
All teachers (Groups 1–7)	<p>Adjustments Consistent with SY20-21:</p> <ul style="list-style-type: none">• EP observations can be completed of either virtual or in-person instruction. Virtual observations will only be of synchronous instruction, not asynchronous, instruction.• The number of EP Cycles will be 2 instead of the traditional 3, and the first cycle will open in November rather than October. This change was made to provide additional flexibility for pacing observations and additional time for instructional support before and during the IMPACT cycles.• All teachers will receive an informal observation prior to their first formal observation.• DCPS has provided additional EP-aligned supports for instruction in all-virtual and hybrid settings, including the <i>Guide to Essential Practices Observations in SY 21-22</i>, a bank of <i>EP-Aligned Strategies for Virtual Instruction</i>, <i>EP Aligned Strategies for Combined Model Instruction</i>, and a <i>Virtual Video Series within the EP Video Library</i>. <p>Adjustments New/Changed in SY21-22:</p> <ul style="list-style-type: none">• There will be no Cycle 2 opt-out policy — i.e., consistent with traditional IMPACT policy, all teachers will require observations in both cycles, except for Expert teachers who remain eligible for reduced observations.
Individual Value-Added (IVA)	
Teachers of PARCC-tested grades and subjects (Groups 1 and 1a)	<p>Removed — Consistent with SY20-21:</p> <ul style="list-style-type: none">• IVA will not be included in IMPACT in SY21-22 as students did not take the PARCC in spring 2021.
Student Surveys	
General education teachers in grades 3–12 (Groups 1, 1a, 2, 2c)	<p>Included — Adjustment from SY20-21:</p> <ul style="list-style-type: none">• The IMPACT Student Surveys will be administered and included in SY21-22. Only students who are enrolled in person will count toward a teacher’s survey score.

OVERVIEW OF CHANGES TO IMPACT FOR DCPS STAFF IN SY21-22

TAS and Instructional Coach Goals (ICGs)

<p>All teachers (Groups 1–6) and instructional coach LEAP Leaders (Group 15)</p>	<p>Included — Adjustment from SY20-21:</p> <ul style="list-style-type: none"> • TAS and Instructional Coach Goals will be included in SY21-22 after having been removed in SY20-21. • A mid-year goal-setting window will facilitate goal adjustments, if necessary, and will support the setting of semester-long goals, if desired.
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Commitment to the School Community (CSC)

<p>All staff</p>	<p>Adjusted — Consistent with SY20-21:</p> <ul style="list-style-type: none"> • The 6th CSC standard will remain and continue to be focused on the logistical expectations of virtual teaching for classroom teachers. It can be marked as “NA” for any teacher who is not responsible for virtual teaching.
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Holistic Primary Rubric Evaluations (e.g., Custodian Standards, Educational Aide Standards)

<p>All non-teachers (Groups 8–20) and teacher LEAP Leaders</p>	<p>Adjusted — Consistent with SY20-21:</p> <ul style="list-style-type: none"> • <u>Look For documents</u> will be created or adjusted for individual positions depending on the extent to which roles and responsibilities shift in SY21-22. • Look For documents highlight the ways in which differing roles and responsibilities relate to the standards within the primary rubric.
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Core Professionalism (CP)

<p>All staff</p>	<p>No Change</p> <ul style="list-style-type: none"> • CP deductions can be applied whenever there is evidence of an issue related to the 4 CP standards (Attendance, On-Time Arrival, Policies and Procedures, and Respect), whether those issues occurred in person or virtually.
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Special Education Timeliness Metrics

<p>All special education teachers and providers</p>	<p>Included — Adjustment from SY20-21:</p> <ul style="list-style-type: none"> • All Special Education Timeliness metrics will be calculated and included for SY21-22.
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If I have additional questions, whom should I contact?

Please see SY21-22 IMPACT Adjustments FAQs for Staff or reach out to the IMPACT team at impact.dcps@k12.dc.gov.

COMPREHENSIVE IMPACT GROUP LIST

IMPACT outlines clear performance expectations for all school-based employees. IMPACT groups are listed in the table below and on the next page. Additional details, including relevant metrics for each group, may be found in 2021–22 group-specific IMPACT Guidebooks on the DCPS website.

TEACHER GROUPS (1–7)*	
Group 1	Teachers (Grades 4+) with Individual Value-Added Student Achievement and Student Survey Data
Group 1a	Teacher LEAP Leaders (Grades 4+) with Individual Value-Added Student Achievement and Student Survey Data
Group 2	Teachers (Grades 3+) with Student Survey Data
Group 2a	Early Childhood Education Teachers
Group 2b	Teachers (Grades 1+) without Student Survey Data
Group 2c	Teacher LEAP Leaders (Grades 3+) with Student Survey Data
Group 2d	Teachers (Grades 1+) without Student Survey Data
Group 2e	Early Childhood Education Teacher LEAP Leaders
Group 3	Special Education Teachers
Group 3a	Special Education Teachers — Communication and Education Supports (CES) Program
Group 3b	Special Education Teachers — Early Childhood Education
Group 3c	Special Education Teachers — Communication and Education Supports (CES) Program — Early Childhood Education
Group 3d	Itinerant Special Education Teachers
Group 3e	Special Education Teacher LEAP Leaders
Group 3f	Special Education Teacher LEAP Leaders — Early Childhood Education
Group 5	Itinerant English Language Learner (ELL) Teachers
Group 6	Shared Teachers
Group 7	Home/Hospital Instruction Program (HIP) Teachers

**No teachers will be placed in Groups 1 or 1a in SY21-22.*

SCHOOL-BASED STAFF (GROUPS 8–20)

Group 8	Student Support Professionals
Group 9	School Librarians
Group 10	Counselors
Group 11	School-Based Social Workers
Group 11a	School-Based Psychologists
Group 12	Related Service Providers
Group 12a	Speech-Language Pathologists
Group 13	Special Education Coordinators
Group 14	Program Coordinators and Deans
Group 15	Instructional Coach LEAP Leaders
Group 16	Other Instructional Coaches
Group 17	Educational Aides
Group 18	Office Staff
Group 19	Custodial Staff
Group 20	All Other School-Based Personnel



IMPACT GROUPS 1–7 (TEACHERS)

DCPS Essential Practices Observation Cycle Dates

FORMAL OBSERVATION SCHEDULE (ALL LIFT STAGES)

In SY21-22, the number of Essential Practices Observation Cycles will be reduced from three to two. Observations will be conducted by an administrator.[†]

ESSENTIAL PRACTICES OBSERVATION CYCLES

NOV 1	FEB 17	FEB 18	JUNE 2
CYCLE 1*		CYCLE 2**	

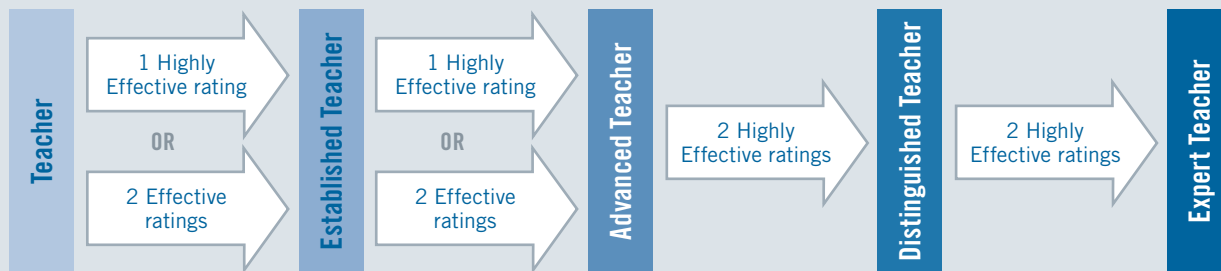
* An informal observation must precede the Cycle 1 observation.

** Teachers at the Expert LIFT stage will not receive their second observation — unless they request it — if they score a 3.0 or higher (on the 1.0 to 4.0 scale) on their Cycle 1 observation.

LIFT: LEADERSHIP INITIATIVE FOR TEACHERS

LIFT is a five-stage career ladder that provides high-performing teachers with opportunities for advancement inside the classroom, as well as additional responsibility and increased recognition and compensation. At its core, LIFT is about honoring teachers as professionals and making DCPS a place where teachers at any point in their careers can continue to learn and grow in an environment where they are respected and appreciated. To learn more, reference the LIFT Guidebook, accessible at <https://dcps.dc.gov/publication/2021-22-lift-guidebook>.

ADVANCING UP THE LIFT CAREER LADDER



[†] Teachers will not be formally observed on the following days: 12/22, 1/3, 2/18, 2/28, 4/8, and 4/19. Teachers shared across schools will receive the number of indicated observations at each school.

IMPACT GROUPS 1–7 (TEACHERS)

Other Cycle Dates

SCHOOL LEADER-ASSESSED MEASURES FOR TEACHERS (GROUPS 1–7)

The measures below are assessed by the following IMPACT Cycle dates:

IMPACT MEASURES	CYCLE 1 END DATE	CYCLE 2 END DATE	GROUP(S)
CSC — Commitment to School Community	FEB 17	JUNE 9	1–3c, 3e–3f, 6
CP — Core Professionalism	FEB 17	JUNE 9	1–7
LLF — LEAP Leadership Framework	JAN 27	JUNE 9	1a, 2c, 2e, 3e, 3f, 15

IMPACT MEASURE	TEACHER SUBMISSION	MOY GOALS DUE	SCORES DUE	GROUP(S)
TAS — Teacher-Assessed Student Achievement Data*	OCT 28	FEB 10	JUNE 16	1–6

*Your school leader may set internal deadlines for TAS submissions. Teachers and school leaders can opt to set MOY goals if they choose, but it is not required.

CENTRAL OFFICE-ASSESSED MEASURES FOR TEACHERS (GROUPS 3–3F)

The measures below are assessed by the following IMPACT Cycle dates:

IMPACT MEASURES	CYCLE 1 END DATE	CYCLE 2 END DATE	GROUP(S)
ABA — Applied Behavior Analysis for CES Programs	JAN 27	JUNE 9	3a, 3c
ELT — Eligibility Timeliness**	N/A	JUNE 9	3–3f
IEPT — Individualized Education Program Timeliness**	N/A	JUNE 9	3–3f

**These measures are calculated annually.

IMPACT GROUPS 8–20

Cycle Dates

SCHOOL LEADER-ASSESSED MEASURES FOR NON-TEACHERS (GROUPS 8–20)

Non-teachers are assessed on their primary performance rubric in Cycle 1 by **JANUARY 27** and in Cycle 2 by **JUNE 9**.[†] The measures below are assessed by the following IMPACT Cycle dates:

IMPACT MEASURES	CYCLE 1 END DATE	CYCLE 2 END DATE	GROUP(S)
CSC — Commitment to School Community	JAN 27	JUNE 9	8–11a, 13–19
CP — Core Professionalism	JAN 27	JUNE 9	8–20

IMPACT MEASURE	COACH SUBMISSION	MOY GOALS DUE*	SCORES DUE	GROUP
ICG — Instructional Coach Goals	AUG 20–OCT 28	FEB 10	JUNE 16	15

*Your school leader may set internal deadlines for ICG submissions. Staff and school leaders can opt to set MOY goals if they choose, but it is not required.

CENTRAL OFFICE-ASSESSED MEASURES FOR NON-TEACHERS (GROUPS 11–13)

The measures below are assessed by the following IMPACT Cycle dates:

IMPACT MEASURES	CYCLE 1 END DATE	CYCLE 2 END DATE	GROUP(S)
PSY-CO — School-Based Psychologist Standards	JAN 27	JUNE 9*	11a
SW-CO — School-Based Social Worker Standards	JAN 27	JUNE 9*	11
AT — Assessment Timeliness**	N/A	JUNE 9	11–12a
IEPT — Individualized Education Program Timeliness**	N/A	JUNE 9	12a
SELT — School Eligibility Timeliness**	N/A	JUNE 9	13
SIEPT — School Individualized Education Program Timeliness**	N/A	JUNE 9	13

*Eligible staff will not receive unless they opt in.

**These measures are calculated annually.

[†]Eligible staff will not receive unless they opt in.

SUPPORTING YOUR SUCCESS

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 resources and learning opportunities designed to help you improve your practice.

CANVAS

Canvas (<https://dcps.instructure.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 other academic standards. These resources include scope and sequence documents, unit overviews, recommended anchor texts, suggested summative assessments, Cornerstones assignments, and many other resources. Teachers may access these resources and sign up for relevant events and announcements by visiting <https://dcps.instructure.com> and logging in using their DCPS email address (first.last@k12.dc.gov) and e-mail password. Should they have questions, teachers may contact canvas@k12.dc.gov.

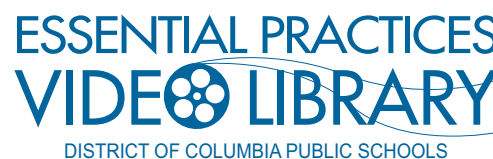
LEAP

LEAP is designed to support teachers in developing their content expertise and in becoming truly expert at teaching the DCPS Common Core-aligned curriculum and other course-specific content. To do this, teachers engage in a cycle of development in small, content-specific professional learning communities (LEAP Teams) led by content experts (LEAP Leaders). For ELA, Math, ECE, ESL, SPED, Science (high school), and Social Studies (high school) teachers, the LEAP cycle consists of a LEAP seminar and regular coaching touchpoints. For more information about LEAP, please contact the LEAP Team at LEAP@k12.dc.gov or visit the LEAP webpage at <https://dcps.dc.gov/page/leap-teacher-professional-development> or the LEAP page on Canvas at <https://dcps.instructure.com>.



ESSENTIAL PRACTICES VIDEO LIBRARY

The Essential Practices Video Library is a growing collection of videos featuring DCPS teachers from all over the district. The library brings the Essential Practices to life by showing what excellence looks like in DCPS classrooms. The videos offer a snapshots of exemplary classroom instruction from various grade levels and content areas, play-by-play descriptions of key teacher actions, and connections to the Essential Practices. DCPS staff can view the entire Essential Practices Video Library on Canvas at <https://bit.ly/EPvideolibrary>.



SOCIAL EMOTIONAL LEARNING

DCPS is vested towards developing the whole child. In order for us to achieve this essential outcome, we infuse social emotional learning (SEL) into our daily practices and routines. DCPS is committed to ensuring that every student receives a holistic learning experience that prepares them for success. We acknowledge that learning is social and emotional, and by elevating those aspects of the learning process, we are ensuring that students are equipped to assume the rigor of learning while gaining the necessary tools to navigate the challenges of the world around them. The SEL Team is organized to support schools through providing professional development, resources and technical assistance on how to implement SEL with efficiency and fidelity. To inquire about receiving SEL support please reach out to dcps.sel@k12.dc.gov.

Additionally, a Foundations collection has been added to the EP Video Library with videos that highlight whole-child centered teaching practices that are foundational to the success of the Essential Practices.

DCPS UNION PARTNERS

Most DCPS staff members are represented by one of four valued union partners, which provide staff members with support, professional development opportunities, and collective bargaining. Should employees have questions regarding their union membership, they may contact Employee Services at dcps.benefits@k12.dc.gov. 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 5,000 members in Washington, D.C., including teachers, instructional coaches, counselors, school librarians, 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.





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