U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120052

Gramts.gov Tracking#: GRANT11189330

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1264-DCPS 2011-12 Assistant Principal Leadership Framework)	e6
Attachment - 2 (1265-DCPS 2011-12 Principal Leadership Framework)	e28
Attachment - 3 (1266-DCPS Educator Support)	e50
Attachment - 4 (1267-DCPS High Need Documentation)	e71
Attachment - 5 (1268-DCPS Key Personnel)	e74
Attachment - 6 (1269-DCPS Leadership Development Series)	e80
Attachment - 7 (1270-DCPS Teaching and Learning Framework)	e89
Attachment - 8 (1271-DCPS WTU Letter of Support)	e107
Attachment - 9 (1272-GEPA statement)	e108
2. Assurances Non-Construction Programs (SF 424B)	e109
3. Disclosure Of Lobbying Activities (SF-LLL)	e111
4. ED GEPA427 Form	e112
5. Grants.gov Lobbying Form	e113
6. Dept of Education Supplemental Information for SF-424	e114
7. ED Abstract Narrative Form	e115
Attachment - 1 (1236-Part 3 ED Project Abstract_DCPS FINAL)	e116
8. Project Narrative Form	e118
Attachment - 1 (1251-TIF Project Narrative FINAL)	e119
Attachment - 2 (1252-Appendix_Additional Components DCPS)	e179
Attachment - 3 (1253-Appendix_Cost Savings Reduction in FTE)	e186
Attachment - 4 (1254-Appendix_Sample IMPACT Report)	e187
Attachment - 5 (1255-DCPS 2011-12 Principal Leadership Framework)	e198
Attachment - 6 (1256-DCPS 2011-12 Assistant Principal Leadership Framework)	e220
Attachment - 7 (1257-DCPS applreferencechart)	e242
Attachment - 8 (1258-DCPS Educator Support)	e253
Attachment - 9 (1259-DCPS High Need Documentation)	e274
Attachment - 10 (1260-DCPS Key Personnel)	e277
Attachment - 11 (1261-DCPS Leadership Development Series)	e283
Attachment - 12 (1262-DCPS Teaching and Learning Framework)	e292
Attachment - 13 (1263-DCPS WTU Letter of Support)	e310
9. Other Narrative Form	e311
Attachment - 1 (1237-DCPS WTU Letter of Support)	e312
Attachment - 2 (1238-DCPS Key Personnel)	e313
Attachment - 3 (1239-DCPS 2011-12 Assistant Principal Leadership Framework)	e319
Attachment - 4 (1240-DCPS 2011-12 Principal Leadership Framework)	e341

Attachment - 5 (1241-DCPS Educator Support) e363

Attachment - 6 (1242-DCPS High Need Documentation) e384

Attachment - 7 (1243-DCPS Leadership Development Series) e387

Attachment - 8 (1244-DCPS Teaching and Learning Framework) e396

Attachment - 9 (1245-GEPA statement) e414

Attachment - 10 (1246-Appendix_Additional Components DCPS) e415

Attachment - 11 (1247-Appendix_Cost Savings Reduction in FTE) e422

Attachment - 12 (1248-Appendix_Sample IMPACT Report) e423

Attachment - 13 (1249-DCPS applreferencechart) e434

Attachment - 14 (1250-DCPS WTU Letter of Support) e445

10. Budget Narrative Form e446

Attachment - 1 (1234-TIF Budget Narrative FINAL) e447

Attachment - 2 (1235-DCPS Non-TIF Budget Narrative) e472

11. Form FaithBased_SurveyOnEEO-V1.2.pdf e493

12. Form ED_524_Budget_1_2-V1.2.pdf e495

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: District of Columbia Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN): 53-6001131

* c. Organizational DUNS: 1220951020000

d. Address:

* Street1: 1200 First Street NE
Street2:
* City: Washington
County/Parish:
* State: DC: District of Columbia
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 20002-1994

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.
* First Name: Scott
Middle Name:
* Last Name: Thompson
Suffix:

Title: Director, Teacher Effectiveness Strategy

Organizational Affiliation:

* Telephone Number: 2027258988
Fax Number:

* Email: scott.thompson@dc.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

District of Columbia Public Schools Teacher Incentive Fund Project

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 0

b. Program/Project: 0

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:

* a. Start Date: 07/19/2012

* b. End Date: 09/01/2017

18. Estimated Funding ($):

* a. Federal	63,429,853.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	63,429,853.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr.

* First Name: Scott

Middle Name:

* Last Name: Thompson

Suffix:

* Title: Director, Teacher Effectiveness Strategy

* Telephone Number: 2027258988

Fax Number:

* Email: scott.thompson@dc.gov

* Signature of Authorized Representative: Kisha Kantasingh

* Date Signed: 07/27/2012

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is **highly effective** at articulating a clear instructional vision.	School leader is **effective** at articulating a clear instructional vision.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school's articulated and widely-shared vision of higher achievement is evident in all the school leader's actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realization. • The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. • The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.	*The following best describes what is observed:* • The school leader articulates the school's instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings that the school leader manages. • The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. • The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress towards the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at articulating a clear instructional vision.	School leader is **ineffective** at articulating a clear instructional vision.
The following best describes what is observed: • The school leader may know the vision of higher achievement for all students, but has not articulated it to those on his/her teams. • The school leader may act to ground the vision in the use of data or align it to standards, but may not track movement toward it. • The school leader may not ensure that the vision is shared widely. For example, some teachers and/or support staff that the school leader manages may not understand the vision, be able to articulate what it is, or be working toward it.	*The following best describes what is observed:* • The school leader may not believe in a vision of higher achievement for all students. • The school leader may not act to ground the vision in the use of data or align it to standards. • The school leader may have a vision developed independently and not share in the vision of the broader school community.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is **highly effective** at consistently implementing school-wide instructional practices.	School leader is **effective** at consistently implementing school-wide instructional practices.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects.	*The following best describes what is observed:* • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at consistently implementing school-wide instructional practices.	School leader is **ineffective** at consistently implementing school-wide instructional practices.
The following best describes what is observed: • The school leader may be able to identify some high-quality practices, but struggles to cement those across the school. • High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.	*The following best describes what is observed:* • The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices. • High-quality practices are not evident.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is **highly effective** at creating opportunities for ongoing learning and staff development.	School leader is **effective** at creating opportunities for ongoing learning and staff development.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader guarantees regular, timely professional learning opportunities as school needs and team member needs require. • The school leader ensures that professional learning opportunities support his/her teams' growth and capacity to work collaboratively to solve challenges and increase student achievement.	*The following best describes what is observed:* • The school leader creates regular opportunities for professional learning for members of the team(s) s/he manages. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.	School leader is **ineffective** at creating opportunities for ongoing learning and staff development.
The following best describes what is observed: • The school leader may recognize the need for professional development, but offers irregular opportunities for members of the team(s) s/he manages. • The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.	*The following best describes what is observed:* • The school leader may not act to ensure professional learning opportunities for members of the team(s) s/he manages. • The school leader does not ensure any connection between professional learning opportunities and school goals.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is **highly effective** at executing results-focused school operations and resource management.	School leader is **effective** at executing results-focused school operations and resource management.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. • The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.	*The following best describes what is observed:* • The school leader oversees the execution of results-focused school operations and resource management. • The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at executing results-focused school operations and resource management.	School leader is **ineffective** at executing results-focused school operations and resource management.
The following best describes what is observed: • The school leader may show little or no evidence that school operations are well-managed and/or linked to results. • The school leader may manage school operations and resource management without integrating teaching and learning needs.	*The following best describes what is observed:* • The school leader has few or no systems in place for the effective management of operations and resources. • The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
LF OL2	School leader is **highly effective** at developing and maintaining a positive, collaborative school culture.	School leader is **effective** at developing and maintaining a positive, collaborative school culture.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader ensures the implementation of a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty.	*The following best describes what is observed:* • The school leader promotes a positive school culture by establishing and supporting school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.	School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.
The following best describes what is observed: • The school leader takes limited steps to establish and/or support positive school culture. • The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.	*The following best describes what is observed:* • The school leader has done little or nothing to establish and/or support positive school culture. • The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is **highly effective** at aligning human resources to school needs.	School leader is **effective** at aligning human resources to school needs.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. • The school leader uses data to systematically hold self and those s/he manages accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.	*The following best describes what is observed:* • The school leader establishes high expectations for employee performance for those s/he manages. • The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs.* The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at aligning human resources to school needs.	School leader is **ineffective** at aligning human resources to school needs.
The following best describes what is observed: • The school leader may have high expectations for employee performance for those s/he manages, but may not share those frequently. • The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.	*The following best describes what is observed:* • The school leader does not have high expectations for employee performance and accepts underperformance regularly from those s/he manages. • The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is **highly effective** at using evidence-based growth and results to drive his/her actions.	School leader is **effective** at using evidence-based growth and results to drive his/her actions.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence.	*The following best describes what is observed:* • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader serves effectively in a leadership capacity on an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) and SchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked towards agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.	School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.
The following best describes what is observed: • The school leader may review school growth measures in the areas of his/her responsibility inconsistently and/or only in a few key areas, thus operating without an overall picture of how the areas of his/her portfolio impact overall school performance over time. • The school leader may rely on evidence for some decisions.	*The following best describes what is observed:* • The school leader may not track school growth closely or at all in the areas of his/her responsibility. • The school leader may not rely on evidence to make decisions.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is **highly effective** at engaging members of the school community.	School leader is **effective** at engaging members of the school community.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader includes all stakeholders in school improvement efforts in his/her areas of responsibility and reaches out to potential stakeholders proactively. • The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.	*The following best describes what is observed:* • The school leader includes all stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy, and/or DCPS initiatives).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at engaging members of the school community.	School leader is **ineffective** at engaging members of the school community.
The following best describes what is observed: • The school leader struggles to fully include stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader may only be able to connect stakeholders to one or two small initiatives.	*The following best describes what is observed:* • The school leader has no evidence of engaging stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is **highly effective** as a listener and communicator.	School leader is **effective** as a listener and communicator.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.	*The following best describes what is observed:* • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator,* who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** as a listener and communicator.	School leader is **ineffective** as a listener and communicator.
The following best describes what is observed: • The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness. • The school leader may establish positive interpersonal relationships with some school staff members. • The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.	*The following best describes what is observed:* • The school leader may lack clarity in his/her messages and/or be unresponsive. • The school leader fails to establish positive interpersonal relationships. • The school leader communicates ineffectively.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS		
LF LE4	School leader is **highly effective** at managing the change process.	School leader is **effective** at managing the change process.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate.	*The following best describes what is observed:* • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process,* preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance).
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at managing the change process.	School leader is **ineffective** at managing the change process.
The following best describes what is observed: • The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties. • The school leader may not see the potential pitfalls associated with the change process before they occur. • The school leader operates with a single leadership approach and/or practice.	*The following best describes what is observed:* • The school leader is unable to recognize the elements of the change process. • The school leader fails to comprehend how the change process impacts instructional and operational leadership. • The school leader does not operate within a set of effective leadership approaches.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is **highly effective** at constant personal learning.	School leader is **effective** at constant personal learning.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.	*The following best describes what is observed:* • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g. working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g. after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at constant personal learning.	School leader is **ineffective** at constant personal learning.
The following best describes what is observed: • The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities. • The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.	*The following best describes what is observed:* • The school leader exhibits little desire to grow and change. • The school leader's actions are not connected to learning opportunities.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is **highly effective** at articulating a clear instructional vision.	School leader is **effective** at articulating a clear instructional vision.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader's articulated and widely-shared vision of higher achievement is evident in all his/her actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realizing the vision. • The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. • The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.	*The following best describes what is observed:* • The school leader articulates an instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings. • The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. • The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress toward the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at articulating a clear instructional vision.	School leader is **ineffective** at articulating a clear instructional vision.
The following best describes what is observed: • The school leader may have a vision of higher achievement for all students, but has not articulated it. • The vision may be grounded in the use of data and/or standards-aligned, but may not be specific enough to track movement toward it. • The school leader may not have shared the vision widely. For example, some teachers and/or support staff may not understand the vision, be able to articulate what it is, or be working toward it.	*The following best describes what is observed:* • The school leader may not have a vision of higher achievement for all students. • The vision may not be grounded in the use of data or may not be standards-aligned. • The school leader may have a vision developed independently and not shared with the broader school community.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is **highly effective** at consistently implementing school-wide instructional practices.	School leader is **effective** at consistently implementing school-wide instructional practices.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects.	*The following best describes what is observed:* • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning, or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at consistently implementing school-wide instructional practices.	School leader is **ineffective** at consistently implementing school-wide instructional practices.
The following best describes what is observed: • The school leader may be able to identify some high-quality practices, but struggles to cement those across the school. • High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.	*The following best describes what is observed:* • The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices. • High-quality practices are not evident.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is **highly effective** at creating opportunities for ongoing learning and staff development.	School leader is **effective** at creating opportunities for ongoing learning and staff development.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader guarantees regular, timely professional learning opportunities as school needs require. • The school leader ensures that professional learning opportunities support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.	*The following best describes what is observed:* • The school leader creates regular opportunities for professional learning for all staff. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.	School leader is **ineffective** at creating opportunities for ongoing learning and staff development.
The following best describes what is observed: • The school leader may recognize the need for professional development, but offers irregular opportunities. • The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.	*The following best describes what is observed:* • The school leader may not act to ensure professional learning opportunities. • The school leader does not ensure any connection between professional learning opportunities and school goals.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is **highly effective** at executing results-focused school operations and resource management.	School leader is **effective** at executing results-focused school operations and resource management.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. • The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.	*The following best describes what is observed:* • The school leader oversees the execution of results-focused school operations and resource management. • The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at executing results-focused school operations and resource management.	School leader is **ineffective** at executing results-focused school operations and resource management.
The following best describes what is observed: • The school leader may show little or no evidence that school operations are well-managed and/or linked to results. • The school leader may manage school operations and resource management without integrating teaching and learning needs.	*The following best describes what is observed:* • The school leader has few or no systems in place for the effective management of operations and resources. • The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
	School leader is **highly effective** at developing and maintaining a positive, collaborative school culture.	School leader is **effective** at developing and maintaining a positive, collaborative school culture.
LF OL2	*For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:* • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader establishes a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty.	*The following best describes what is observed:* • The school leader promotes a positive school culture by establishing school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.	School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.
The following best describes what is observed: • The school leader takes limited steps to establish positive school culture. • The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.	*The following best describes what is observed:* • The school leader has done little or nothing to establish positive school culture. • The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is **highly effective** at aligning human resources to school needs.	School leader is **effective** at aligning human resources to school needs.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. • The school leader uses data to systematically hold self and others accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.	*The following best describes what is observed:* • The school leader establishes high expectations for employee performance. • The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs.* The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at aligning human resources to school needs.	School leader is **ineffective** at aligning human resources to school needs.
The following best describes what is observed: • The school leader may have high expectations for employee performance, but may not share those frequently. • The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.	*The following best describes what is observed:* • The school leader does not have high expectations for employee performance and accepts underperformance regularly. • The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is **highly effective** at using evidence-based growth and results to drive his/her actions.	School leader is **effective** at using evidence-based growth and results to drive his/her actions.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence.	*The following best describes what is observed:* • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader establishes an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) andSchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked toward agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.	School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.
The following best describes what is observed: • The school leader may review school growth measures inconsistently and/or only in a few key areas, thus operating without an overall picture of school performance over time. • The school leader may rely on evidence for some decisions.	*The following best describes what is observed:* • The school leader may not track school growth closely or at all. • The school leader may not rely on evidence to make decisions.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is **highly effective** at engaging members of the school community.	School leader is **effective** at engaging members of the school community.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader includes all stakeholders in school improvement efforts and reaches out to potential stakeholders proactively. • The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.	*The following best describes what is observed:* • The school leader includes all stakeholders in school improvement efforts. • The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy and/or DCPS initiatives).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at engaging members of the school community.	School leader is **ineffective** at engaging members of the school community.
The following best describes what is observed: • The school leader struggles to fully include stakeholders in school improvement efforts. • The school leader may only be able to connect stakeholders to one or two small initiatives.	*The following best describes what is observed:* • The school leader has no evidence of engaging stakeholders in school improvement efforts. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is **highly effective** as a listener and communicator.	School leader is **effective** as a listener and communicator.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.	*The following best describes what is observed:* • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator,* who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** as a listener and communicator.	School leader is **ineffective** as a listener and communicator.
The following best describes what is observed: • The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness. • The school leader may establish positive interpersonal relationships with some school staff members. • The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.	*The following best describes what is observed:* • The school leader may lack clarity in his/her messages and/or be unresponsive. • The school leader fails to establish positive interpersonal relationships. • The school leader communicates ineffectively.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS		
LF LE4	School leader is **highly effective** at managing the change process.	School leader is **effective** at managing the change process.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate.	*The following best describes what is observed:* • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process,* preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance)
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at managing the change process.	School leader is **ineffective** at managing the change process.
The following best describes what is observed: • The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties. • The school leader may not see the potential pitfalls associated with the change process before they occur. • The school leader operates with a single leadership approach and/or practice.	*The following best describes what is observed:* • The school leader is unable to recognize the elements of the change process. • The school leader fails to comprehend how the change process impacts instructional and operational leadership. • The school leader does not operate within a set of effective leadership approaches.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is **highly effective** at constant personal learning.	School leader is **effective** at constant personal learning.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.	*The following best describes what is observed:* • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g., working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g., after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at constant personal learning.	School leader is **ineffective** at constant personal learning.
The following best describes what is observed: • The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities. • The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.	*The following best describes what is observed:* • The school leader exhibits little desire to grow and change. • The school leader's actions are not connected to learning opportunities.

Documents

I. Letters
   a. Letter from Nathan Saunders, President, Washington Teachers Union
   b. Letter from Michael Taylor, DCPS Teacher
   c. Blog Post from Eric Bethel, DCPS Teacher
   d. Excerpts from emails written by teachers regarding IMPACT
   e. Excerpts from emails written by teachers regarding master educators
II. Additional Evidence
   a. Invitation to 2010 IMPACT Feedback Session
   b. List of 2010 IMPACT Feedback Sessions
   c. 2010 IMPACT Feedback Sessions Participant Agenda
   d. Announcement of 2011 IMPACT Feedback Sessions
   e. Sample Flyer from 2011 IMPACT Feedback Session
   f. List of 2011 IMPACT Feedback Sessions
   g. Sample Invitation to 2012 IMPACT Feedback Session
   h. 2012 Summary of Stakeholder Input

July 25, 2012

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(4)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

August 28, 2011

Good Evening Mr. Kamras,

I wanted to take a moment to thank you for your support. This year I reached the "Highly Effective" status for the second year in a row! As if this achievement weren't satisfying enough, I was able to pay off a student loan! (yay relief!) Most importantly, it makes me want to work harder in the classroom!

In August 2008, I arrived at McKinley Technology High School fresh out of college and deep in student debt. Many people (with the best of intentions) told me that I would teach for a few years and then move on to another profession. I put forth my best efforts to prove them wrong. My first year was riddled with rookie mistakes and sleepless nights. My second year was better, which gave me the confidence I needed to continue. My master educators gave me the resources and guidance that I needed to become a stronger teacher. Last year, I finally felt like I was making a real difference. As a new year begins, I fully anticipate that I will be able to increase student achievement.

I know that your job is often thankless, and that you sometimes face loud opposition. However, please remember that you have an army of teachers who fully support your reform efforts. Many of my colleagues and I are proud to teach in a district that is at the forefront of education reform. At the heart of every teacher is simply the intrinsic value of helping the make the lives of others better. Thank you for making teachers feel appreciated.

Thanks again for your support.

Sincerely,

Michael G. Taylor
Teacher, Social Studies Dept.
McKinley Technology High School
151 T Street NE | Washington, DC 20002
T 352.514.0971 | F 202.576.6279 | www.mckinleytech.org

DECEMBER 22, 2010 posted by Eric Bethel (www.studentsfirst.org)

Eric Bethel was a fifth grade teacher in the DC Public Schools when the new IMPACT teacher evaluation system was introduced last year, a system that rewards the highest performing teachers with bonuses and faster track promotions and removes low performing teachers from the system. Eric is too modest to say it up front in his guest blog, but he was rated Highly Effective because of the academic gains of his students and the ratings of the master educators and principal that evaluated him in the classroom. Learn more about Eric Bethel

It was extremely enriching to finally receive feedback that could help move my teaching forward. In the seven years prior, I never received feedback from an evaluation that allowed me to grow specific areas of instruction. In fact, most feedback was very general or nonexistent, as my principals were not content specialists or had grown to consider me a "strong" teacher, therefore scoring me highly with very little suggestions for growth. On the contrary, last school year, under IMPACT, observations revealed specific areas of my instruction that could be developed. As a result, I developed my instruction and served my students better.

IMPACT, specifically the Teaching and Learning Framework, has provided our district with a common language that defines effective teaching and learning. This common language is captured in nine different areas. Through the common language of the rubric, evaluators were able to pin point very specific components of my instruction that needed development.

In addition to growing instructionally, which would have been enough, IMPACT provided me the types of professional growth opportunities that make teaching in a tough district sustainable. Now that there was a way for our system to identify teachers, being identified as Highly Effective came with a host of invitations to be a part of leadership teams, focus groups, and other special opportunities. I was accepted to a fellowship that provided me the chance to work with our district's top-level leaders for six weeks over the summer. I learned a tremendous amount about all of the important aspects of education that take place outside of classrooms and schools. I was able to provide input to help our leaders better support us in the trenches. It was an amazing experience that contributed greatly to my professional growth.

Lastly, but certainly not least, especially if you ask my wife who has been dreaming of us owning our first home for years now, is the compensation connected with being a Highly Effective teacher. In the next few weeks, I am set to receive a Highly Effective bonus that is about half of my entire teacher's salary from last year. This bonus will greatly contribute to our dream. It is incredible that my district has moved beyond the lip service that teachers have become accustomed to hearing and has actually decided to show that they get how meaningful yet challenging teaching is. They are showing that they get it by appropriately compensating teachers who can do a great job at this extremely meaningful and incredibly challenging work. **Being a Highly Effective teacher in DC has been life changing!**

…Surprisingly, it was the IMPACT system that made me more interested in being a part of educational policy. Initially, I was frustrated at how the system was rolled out and implemented. It just seemed as if the system was intended to see failure in teachers, not their successes. As I went through the process with my master educators and administrators, my perspective slowly began to change. For the first time in a very long time, I finally felt like I was being respected as a professional, and that a process was put in place to hold me accountable for my performance. As a result, I began to become more interested in further developing my leadership skills as an educator.

– Teacher, School Without Walls

The IMPACT system appears to have the resources to recognize strong teachers and to identify what areas teachers need improvement. I have benefited greatly from the system and appreciated the feedback and collaboration with my master educator, principal, and special education coordinator.

– Teacher, Barnard ES

As a teacher who has received a Highly Effective rating, I feel that a big change this past year was the appreciation and excitement for good teachers. The IMPACT bonuses played a huge part in this excitement and giving raises for teachers who are not only doing their job – but doing a great job – has been a good incentive to retain strong teachers. I also feel that the "Standing Ovation" was a special night to recognize strong teachers and make them feel really appreciated. I was able to take this enthusiasm and excitement back into my classroom which motivated me to keep working hard and doing a good job for my students.

– Teacher, Hyde-Addison ES

…I was not 100 percent happy with my IMPACT score last year and I made it my personal mission this year to do my best to change it. One thing I chose to do was seek the help of a colleague I knew was performing well as a teacher. This year I am performing just as well as she is because she helped me see my simple mistakes that were so easy to improve.

– Teacher, Ketcham ES

I am currently taking the Master Educators' Teach 1: Elementary Mathematics course. Starting the first week, I gained a greater understanding of the ideas within Teach 1, and I was able to immediately begin to refine my objectives to be more specific and measurable. The course has also taught me how to better align each part of a lesson with the objective. My increased understanding of Teach 1 has lead to clearer instruction, easier lesson planning, and improved scores on my IMPACT assessments by both my principal and master educator. I am definitely pleased with the outcomes of this PD experience!

– Teacher, school unspecified

After teaching for 15 years, I finally received quality feedback from a formal observation. Let me tell you about the master educator. She is awesome! She is professional! She knows IMPACT and can give you accurate feedback!

– Elementary Teacher, Seaton ES

I want to thank you for everything this week. I love my job, but I work in a place where efforts are not always recognized and certainly not equally. I have become desensitized to it. You have inspired me. You have helped me see that my efforts are not in vain.

– Science Teacher, Cardozo SHS

Thank you so much for your kind words, and for sitting down to talk with me yesterday. The first few weeks of teaching have been a bit of a struggle as we talked about, so I really can't tell you how much I appreciated your suggestions for improvement and your candid advice. I am very excited about the new literacy resources we talked about, and I'm looking forward to working with you more this year!

– Special Education Teacher, Columbia Heights EC

Thank you for your time and your advice about my teaching. It was with pleasure that I follow your suggestions and was impressed by the level of professionalism by which you conducted the conference. I know that DCPS has found a real master educator, capable of understanding in depth his role, supporting educators across all levels. I not only applaud your expertise but also the level of commitment and efforts to understand educators in their own setting: The classroom. It is with confidence that I will be able to follow your advice and also to speak highly about your vision and role as ME.

– Dual Language Teacher, Oyster-Adams Bilingual School

I would like to thank you, for taking time out of your hectic schedule to meet with us teachers. It shows a lot about your character and how committed you are to the job. I thank you, we thank you. You have put us at ease and put a feeling behind the title of a master educator… Please continue doing what you're doing, it works and helps. Thank you so very much.

– Early Childhood Teacher, Noyes EC

I wanted to thank you for the honest and thoughtful evaluation and conference. I really appreciated the suggestions and guidance you offered. I can't tell you how helpful it is to have an honest and considerate conversation about what I am doing in the classroom, especially during these first few months.

– Special Education Teacher, Ketcham ES

Demonstration of Educator Support

You are incredible! These ideas are amazing. Suggestions like these are so helpful to my teaching and my students' learning. Your ideas sparked other ideas for me and I cannot thank you enough for all the support you have given me.
– Math Teacher, Deal MS

Thank you again for your help. I wish that I could have demonstrated a more effective lesson for my observation, but I guess now the only place to go is up! I'm not sure that you will be back to observe me again, but if so, I hope that you will see a much more competent and effective teacher.
– Early Childhood Teacher, Barnard ES

Thank you again for yesterday's thoughtful, professional ratings conference. Your detailed report will certainly help me to improve as an educator, and I truly appreciate all the effort you put into it.
– Elementary Teacher, King ES

Thank you for your suggestions the other week. I took some time to go over rules and procedures and had a few of the troublesome kids buy in.
– Math Teacher, Dunbar SHS

Thank you so much! I really appreciate all of the support. You took a lot of time from your family to help me and I'm grateful to you for it. I feel like you are really working hard to help us improve our teaching practice and that your conversations will be productive and fruitful.
– ESL Teacher, Powell ES

I appreciate your positive approach for growth not only with the students but also the instructor. In my final year of teaching, it is quite enhancing to have a professional make creative and insightful recommendations. Thanks for the motivation.
– English Teacher, CHOICE Academy

I just wanted to take this opportunity to thank you for coming in and providing me with feedback. In fact I implemented it the very same day. On the lesson plan format I use, I put reminders at the top of the page.
– Special Education Teacher, Miner ES

I did indeed use some of your recommendations today and am mindful teaching is a fluid process and the age ranges and wide gap in instructional style is a challenge. Again, I appreciate your courtesy and helpful feedback.
– Early Childhood Special Education Teacher, Burroughs EC

Thank you so much for taking time to meet with me today. Your ideas around word work and homonyms were helpful and definitely gave me some things to think about and incorporate in my practice.
– English Teacher, Columbia Heights EC

I would like to thank you for your words of wisdom during my post observation conference. I plan to use your comments in improving the various teaching techniques you suggested.
– Elementary Teacher, Burroughs EC

Demonstration of Educator Support

I just wanted to thank you for the pointers you gave me to help my students reach their highest potential. I tried probing for higher-level understanding. I'm going to continue to do what it takes for the best interest of my students.
– Early Childhood Teacher, Randle Highlands ES

Thank you so much for the feedback and meeting with me yesterday. I already implemented one of the strategies you suggested yesterday. I think the more consistently I use these strategies, the better their behavior will become!
– Early Childhood Teacher, Powell ES

[My master educator] gave me the most constructive and practical feedback I have received in my 3 years of being part of the DCPS evaluation system. She answered every last one of my very detailed questions regarding ideas I want to implement based on her suggestions. Furthermore, she provided even more suggestions that worked for her while she was teaching.
– English Teacher, Ballou HS

Our conversation was more helpful than I can even explain. I can't wait for your next lesson.
– Elementary Teacher, Key ES

Thank you for being so happy all the time. If you came in stressed, I would have shut down too and would have become really jaded really fast.
– Science Teacher, Coolidge SHS

It was a pleasure meeting and working with you on your visit. It is always a treat to be able to discuss matters with someone who totally understands.
– Science Teacher, Ellington School for the Arts

Thank you for a very informative and instructional post observance conference on Tuesday evening. I want you to know that I did go over the document and I shall make appropriate alterations to my teaching based on your observations and comments. I want to thank you too for the frankness of our discussion. I found your commentary to be fair and helpful.
– Social Studies Teacher, School Without Walls SHS

Let me extoll the virtues of two fine ME's… They are helpful, considerate, generous with their time, for example, go out of their way to help---and are here to help. They both deserve kudos. Both have given suggestions on how to tighten up and improve a couple lessons I have been working out.
– Elementary Teacher, Plummer ES

Thanks for sending the report! Also, the blue/red questions guide looks awesome as well. …. I can't thank you enough for your continued support and your feedback. I appreciate your willingness to come back and discuss things further this year.
– Elementary Teacher, Key ES

I don't know if you remember me; I'm sure you meet many different teachers…. You emailed me once to see how everything was going in the classroom. I really appreciated your thoughtfulness as well as your constructive criticism…The purpose of this email is to let you know that you made an impression on me and that you were on my mind. I wish you a wonderful remainder of the year. Thank you for who you are.
– Early Childhood Teacher, J.O. Wilson ES

I finally got to this article. It definitely gives me a better idea of where I am trying to go in Math with tiered lessons. It was encouraging, because it said you will not arrive at differentiated instruction in the classroom over one night….Keep me in mind for more articles and ideas. I truly appreciate everything you have done for me. Thank you.
–Early Childhood Teacher, Shepherd ES

As always, thank you so much for your incredibly helpful feedback, insight, and suggestions…I am greatly appreciative of the time, energy, and thoughtful consideration you gave me during the conference and in your written feedback. I will keep in touch about future questions/breakthroughs/applications. Thank you so much!
– Elementary Teacher, King ES

I wanted to thank you for taking the time out to help me better my profession. In the 30 minutes we conversed I learned so much from you. After reading the books you provided for me and after our conversation I was able to clearly differentiate my lessons and save instruction time by implementing "turn and talk." During our reader's workshop and writer's workshop I was able to provide each child with a word bank and different types of paper for each child based on their skill level. Then I had them turn and talk to their peanut butter and jelly partners. The results were wonderful! We transitioned with ease and each student had a task to complete that was catered to their exact skill level. I was so excited! Thank you for your constructive suggestions! I truly appreciate it!
– Early Childhood Teacher, Truesdell EC

I wanted to thank you for your help and support. I was very nervous about this whole IMPACT process and I feel a lot more comfortable as you have really taken the time to help me grow. I truly value your expertise and I really would love to sit down with you and get some more feedback and ideas for better management and design of lessons. Being that I am new I can take all the help and guidance I can get!
– Elementary Teacher, Eaton ES

I just wanted to say that I enjoyed your visit and appreciate your input and encouragement. I will take your suggestions to heart and strive to teach with excellence.
– Elementary Teacher, Truesdell EC

I had a couple of free moments—yes, it happens occasionally— and I wanted to send you a heartfelt, "Thank You." Thank you for listening and being so gracious. I learned a lot from you and I look forward to engaging you in conversation throughout the school year via the internet. I am definitely going to look at the articles that you referenced and create my questioning cheat sheet from the PowerPoint presentation. In closing, I just want you to know that I am going to carry my evaluation around in my pocket everyday to remind me of staying on point.
– Middle School Teacher, Wheatley EC

Thank you for coming. I am blessed to have you as my Master Educator. Please, if you will have training in the future, please inform me so I can attend.
– Special Education Teacher, Prospect LC

Thank you so much. I also enjoyed our conversation very much and look forward to discussing more teaching matters in the future. Thank you for the offer to use your expertise and experience as a resource

for how to better our classroom. You were a breath of fresh air on Monday. Thank you for your helpfulness and feedback. I look forward to implementing suggestions you made.
– Special Education Teacher, Spingarn SHS

Thank you so much for the updated score report. I am very pleased. Additionally, I wanted to reiterate my thanks for making this the type of feedback IMPACT is intended to provide. I feel like you did a great job of identifying things I did well and providing very useful resources to help me improve.
– Elementary Teacher, Key ES

Good evening! I wanted to thank you for the feedback and materials you provided me from my last observation. I appreciate the time and suggestions you prepared for me, as well as the time you spent speaking with me this week. An English teacher and I spent a couple hours today working on and with your warm-up organizer/activity and how we can utilize it this term. It really is a great tool for both teachers and students--thank you!
– Social Studies Teacher, Spingarn SHS

Thank you so much for all your helpful advice and suggestions. I'm particularly grateful for the time you spent with me yesterday during the post IMPACT evaluation conference. The additional specific and detailed strategies for possible use in middle school classes are very valuable to me to better my instructions. I appreciate your kindness and patience in sharing your expertise in foreign language teaching. I just emailed the contact you suggested to ask for a privilege to observe one of his classes.
– Foreign Language Teacher, Emery EC

Hi, thanks for coming today. I was so glad to see you as I trust your observations and value your feedback.
– Elementary Teacher, Eaton, ES

It was so wonderful to see you last week! I really appreciate that you take the time to come to our first grade meetings, and I think it makes all of us feel more positively about the whole master educator program, so that's major!
- Elementary Teacher, Horace Mann ES

Thanks for doing what you so magically do. I remember being afraid and looking at you across the table when IMPACT was so new last year and learning so much. These teachers are blessed and are better for having this experience with your whole team.
– Mentor Teacher, Office of Professional Development

I just wanted to say thank you for the thoughtful comments you made on the IMPACT evaluation. Having met you at the first grade teachers meeting, I was so excited when you walked into my classroom because I knew that you would be able to give me feedback on the workshop model and offer suggestions….You have an open invitation to pop in my classroom anytime you are at Murch or in the neighborhood. Thanks again for everything, you made my week!
–Elementary Teacher, Murch EC

Thanks for everything including your comments, recommendations and help. I hope that I will keep having you as my "Master Teacher". I think I will continue to communicate with you. It is also a great pleasure to have you as my guide and mentor.
– Itinerant ELL/Bilingual Teacher

Demonstration of Educator Support

You have been one of the most helpful people that I have come to know during my teaching career in DCPS.
– Early Childhood Teacher, Truesdell EC

In speaking with my coach, we were commenting on how great many master educators are with providing feedback as well as suggestions that are helpful and useful. Many of us teachers appreciate the feedback from master educators.
– Elementary School Teacher, Bruce-Monroe ES

I was observed today by my principal and I am confident I scored a 4 with my higher-order questions. I'll keep you posted. I can't believe one meeting could be more informative and helpful than countless PD's. You rock! Thanks for being so incredibly good and what you do.
– Elementary School Teacher, Bancroft ES

Thanks again for your time. I have applied much of what we discussed and have seen some success in my classroom. More specifically, my reading small groups are running smoothly and I am able to get a better picture of where my students are during this period…I know this email is sort of me rambling on but I did want to let you know your time was appreciated and valued. Now, when are you available to meet again?
– Elementary Teacher, Malcolm X ES

This is my first year teaching art in the district and like any new job, lots of things to learn and do. master educator observations (new experience) turned out to be a valuable learning experience, I was able to glean from their experience and grow as an educator. One of the music MEs who observed me, did research and educated herself on the art experience so that she could inform me. I was so impressed and appreciative of the effort she put forth on my behalf. She gave me detailed points on the things I did well (thank you), and suggestions to help me incorporate into my everyday routine of teaching. And one of the art MEs also gave great suggestions and fantastic ideas that I could utilize. I loved having an opportunity to discuss the ins and outs of being an art teacher with another art teacher... LOVED it! Both of the ME's went above and beyond and I wanted to let you know; Sir, they did great.
– Teacher, M.C. Terrell / McGogney ES

To All DCPS Staff,

I am writing to you to announce a series of feedback sessions about the Teaching and Learning Framework and IMAPCT. I'm hoping that you can attend one or more of the 78 sessions listed in the attached document to help guide the development of the 2010-2011 versions of these initiatives. Your input is invaluable to this process. Please note that we will also be conducting a survey of all staff to gather feedback; look for an email about this in the coming weeks. Finally, feel free to contact me directly at any time to share your ideas for next year.

Thank you so much,

Michelle Rhee
Chancellor

Demonstration of Educator Support

Date	Focus	Location
March 8	Ward 8 Teachers	Savoy ES (2400 Shannon Pl. SE)
March 10	Ward 5 Teachers	Coolidge SHS (6315 5th St. NW)
March 11	Ward 6 Teachers	Tyler ES (1001 G. St. SE)
March 15	Ward 2 Teachers	School Without Walls SHS (2130 G. St. NW)
March 16	Ward 7 Teachers	Kenilworth ES (1300 44th St. NE)
March 17	Ward 5 Teachers	Luke C. Moore Academy SHS (1001 Monroe St. NE)
March 18	Ward 3 Teachers	Thomas ES (650 Anacostia Ave. NE)
March 22	Dual Language Teachers	Bruce-Monroe ES @ Park View (3560 Warder St. NW)
March 22	Instructional Coaches	McKinley Tech. HS (151 T St. NE)
March 23	Ward 1 Teachers	Tubman ES (3101 13th St. NW)
March 24	WTU Members	Hosted by WTU – Location TBD
March 24	Program Coordinators & Deans	McKinley Tech. HS (151 T St. NE)
March 25	Special Education Teachers	Emery EC (1720 1st St. NE)
March 25	Librarians	Logan PD Annex (215 G St. NE)
April 6	ESL Teachers	Ross ES (1730 R St. NW)
April 6	Mentor Teachers	McKinley Tech HS (151 T St. NE)
April 7	Early Childhood Teachers	Plummer ES (4601 Texas Ave. SE)
April 7	Related Service Providers	McKinley Tech HS (151 T St. NE)
April 9	STAY Teachers	Ballou STAY (3401 4th St. NE)
April 12	Art & Music Teachers	Ellington School of the Arts (3500 R St. NW)
April 12	Special Education Coordinators	McKinley Tech. HS (151 T St. NE)
April 13	WTU Members	Hosted by WTU – Location TBD
April 14	High School Teachers	McKinley Tech. HS (151 T St. NE)
April 15	Special Education Teachers	Teansition Academy @ Shadd (5601 East Capital St. SE)
April 15	Instructional Paraprofessionals	Logan PD Annex (215 G St. NE)
April 19	Reggio Emilia Teachers	Montgomery ES (421 P St. NW)
April 19	Psychologist	Logan PD Annex (215 G St. NE)
April 20	CTE Teachers	Phelps Architecture, Construction, and Engineering HS (704 26th St. NE)
April 20	Custodial Staff	Logan PD Annex (215 G St. NE)
April 21	YSC & IYP Teachers	Youth Services Center (1000 Mt. Olivet Rd. NE)
April 21	Business Managers	Logan PD Annex (215 G St. NE)
April 22	Middle Scool Teachers	Shaw MS @ Garnet-Patterson (2001 10th St. NW)
April 22	Office Staff	Logan PD Annex (215 G St. NE)

Demonstration of Educator Support

Date	Focus	Location
April 26	High School Teachers	Columbia Heights Education Campus (1301 16th St. NW)
April 26	Registrars	Logan PD Annex (215 G St. NE)
April 27	Dual Language Teachers	Oyster-Adams Bilingual School (2801 Calvert St. NW)
April 27	CSO Members	Logan PD Annex (215 G St. NE)
April 28	Art & Music Teachers	Smothers ES (440 Brooks St. NE)
April 28	Teamster Members	Logan PD Annex (215 G St. NE)
April 29	Montessori Teachers	Watkins ES (Capitol Hill Cluster) (420 12th St. SE)
April 29	AFSCME Members	Logan PD Annex (215 G St. NE)
May 3	WTU Members	Hosted by WTU – Location TBD
May 3	Group 20 Members	Logan PD Annex (215 G St. NE)
May 5	Special Education Teachers	Barnard ES (Lincoln Hill Cluster) (430 Decatur St. NW)
May 6	Middle School Teachers	Deal MS (3815 Fort Dr. NW)
May 6	Instructional Coaches	Logan PD Annex (215 G St. NE)
May 10	Elementary Teachers	Payne ES (305 15th St. SE)
May 10	Program Coordinator & Deans	Logan PD Annex (215 G St. NE)
May 11	Health and P.E. Teachers	Cardozo SHS (1200 Clifton St. NW)
May 12	Early Childhood Teachers	Thomson ES (1200 L St. NW)
May 12	Librarians	Logan PD Anex (215 G St. NE)
May 13	ESL Teachers	H.D. Cooke ES (2525 17th St. NW)
May 13	Special Education Coordinators	Logan PD Annex (215 G St. NE)
May 17	Social Workers	Logan PD Annex (215 G St. NE)
May 18	Ward 8 Teachers	Malcolm X ES (1351 Alabama Ave. SE)
May 19	Ward 1 Teachers	Raymond EC (915 Spring Rd. NW)
May 19	Instructional Paraprofessionals	Logan PD Annex (215 G St. NE)
May 20	Ward 4 Teachers	Takoma EC (Piney Branch Rd. NW)
May 20	Office Staff	Logan PD Annex (215 G St. NE)
May 24	Ward 7 Teachers	Aiton ES (533 48th Pl. NE)
May 24	Custodial Staff	Logan PD Annex (215 G St. NE)
May 25	Ward 5 Teachers	Noyes EC (2725 10th St. NE)
May 25	Business Managers	Logan PD Annex (215 G St. NE)
May 26	Ward 2 Teachers	Seaton ES (1503 10th St. NW)
May 26	All Office Staff	Logan PD Annex (215 G St. NE)
May 27	Ward 3 Teachers	Janney ES (4130 Albemarle St. NW)
June 1	Ward 6 Teachers	Brent ES (301 North Carolina Ave. SE)
June 1	CSO Members	Logan PD Annex (215 G St. NE)

Demonstration of Educator Support

Date	Focus	Locations
June 2	Elementary Teachers	Key ES (5001 Dana Pl. NW)
June 2	Teamster Members	Logan PD Annex (215 G St. NE)
June 3	AFSCME Members	Logan PD Annex (215 G St. NE)
June 8	High School Teachers	Ballou SHS (3401 4th St. SE)
June 9	Elementary Teachers	Eaton ES (3301 Lowell St. NW)

Agenda

1. Warm-up
2. Silent conversation
3. Group discussions
4. Share out from group discussions
5. Final thought

Warm-Up

On one side of your index card, please write one strength of the current IMPACT system. On the other side, please write one area for improvement.

Topics for Silent Conversation and Group Discussions:

1. **TLF standards and rubric:** What changes should be made to the TLF standards or to the rubric for a particular standard?
2. **Procedures:** Do you think that any changes should be made in the observation procedures? (For example, length of observations, number of observations, announced vs. unannounced, structure of conference)
3. **Support:** What types of support would be helpful to you, and how should they be made available?
4. **Student Achievement Measures**: How can we improve our measurement of a teacher's student achievement growth, particularly for teachers in non-tested subjects?
5. **Other:** Do you have any other thoughts or comments about how we should change IMPACT for next year?

Final Thought

In your opinion, what are the most important changes that DCPS should make to the TLF and IMPACT for next year?

Dear Principal,

We have just announced a series of feedback sessions that will focus on how central office can best support teachers' growth and development. I am writing to ask for your help in ensuring that your teachers are aware of these sessions.

You'll find included in this packet some flyers with information on both the front and the back: one side announcing the sessions that will be held in your ward and a second side listing all sessions.

I would be very grateful if you could ensure that both sides of these flyers are posted in a visible location at school and that copies are placed in teachers' mailboxes.

Thank you in advance for your help with this important initiative. These sessions will allow us to collect invaluable feedback from our teachers.

Best,

Jason Kamras,
Chief, Office of Human Capital

TEACHER SUPPORT AND DEVELOPMENT FEEDBACK SESSIONS

Calling all DCPS ***WARD 1*** *educators*

Tell us how we can better support you.

Central office **staff members** are coming to a school near you to hear your thoughts on:

Demonstration of Educator Support

Date	Focus	Location
March 29	Ward 8 Educators	Simon ES (401 Mississippi Ave. SE)
March 30	Special Education Educators	Sharpe Health School (4300 13th St. NW)
March 31	Ward 4 Educators	Barnard ES (430 Decatur St. NW)
March 31	Middle School Educators	Walker-Jones EC (1125 New Jersey Ave. NW)
April 5	Early Childhood Educators	King ES (3200 6th St. SE)
April 6	Ward 5 Educators	CHOICE Academy (1401 Brentwood Pkwy. NE)
April 11	Ward 7 Educators	Kelly Miller MS (301 49th St. NE)
April 12	Ward 3 Educators	Key ES (5001 Dana Pl. NW)
April 13	Ward 2 Educators	Francis-Stevens EC (2425 N St. NW)
April 26	Elementary School Educators	Payne ES (1445 C St. SE)
April 27	Ward 1 Educators	Cleveland ES (1825 8th St. NW)
April 28	Ward 6 Educators	Ludlow-Taylor ES (659 G St. NE)
May 2	Middle School Educators	Shaw MS @ Garnet-Patterson (2001 10th St. NW)
May 3	High School Educators	Cardozo HS (1200 Clifton St. NW)
May 4	Early Childhood Educators	Maury ES (1250 Constitution Ave. NE)
May 5	Ward 8 Educators	Kramer MS (1700 Q St. SE)
May 9	Special Education Educators	Garrison ES (1200 S St. NW)
May 11	Ward 7 Educators	Randle Highlands ES (1650 30th St. SE)
May 12	Ward 3 Educators	Deal MS (3815 Fort Dr. NW)
May 12	Ward 4 Educators	Whittier EC (6201 5th St. NW)
May 17	Ward 6 Educators	Tyler ES (1001 G. St. SE)
May 18	Elementary School Educators	Murch ES (4810 36th St. NW)
May 19	Ward 2 Educators	Ellington School of the Arts (3500 R St. NW)
May 23	Special Education Educators	Eastern HS (1700 East Capitol St. NE)
May 23	High School Educators	Luke Moore Academy (1001 Monroe St. NE)
May 25	Ward 1 Educators	Bancroft ES (1755 Newton St. NW)
May 31	Ward 5 Educators	McKinley Technology HS (151 T St. NE)

Dear Educator,

We are writing to remind you about the upcoming feedback session taking place in Ward 1. The session will be held at **Benjamin Banneker HS (800 Euclid St. NW) on Tuesday, March 6 from 4:30-6:00 p.m.** A flyer is attached for more information. This feedback session will focus on how central office can best support teachers' growth and development.

If you are unable to attend the Ward 1 session, we encourage you to attend a session taking place in any of the other wards across the district. The complete schedule is attached to this email. During these sessions, we will invite educators from across the city to provide input on topics including IMPACT for 2012-2013, professional development, teacher career ladders, and performance pay.

We hope that you will find time to attend at least one session, as your insight is vital in shaping these central office initiatives.

Thank you for your commitment to our students. We look forward to seeing you soon.

Best,

The Teacher Effectiveness Strategy Team

- **School Leader Task Force:** Biweekly meetings over five months with 12 school leaders, representing a variety of experience levels, school types, and wards
- **Surveys:** Online surveys distributed to all principals, assistant principals, teachers, and staff members (525 total responses)
- **Teacher-Led Feedback Sessions for Educators:** 17 sessions in schools facilitated by members of the Chancellor's Teachers' Cabinet
- **Central Office-Led Feedback Sessions for Educators:** 12 sessions, including one in each ward, to gather feedback on draft changes
- **Instructional Superintendent Meetings:** One-on-one meetings with each superintendent in November, presentations at superintendent meetings in December and February to discuss draft changes, and additional one-on-one meetings in June
- **Principal Phone Calls:** 10 calls conducted with principals in June to review changes
- **Central Office Task Force:** Biweekly meetings over five months with 13 senior staff members from across OHC, OCAO, and OSE
- **WTU meetings:** Initial meeting in October; regular check-ins with Jason Kamras during the year

High Need Documentation

DCPS currently operates 123 schools. 99 schools meet the definition of a high-poverty schools as defined by "a school with 50 percent or more of its enrollment from low-income families, based on eligibility for free or reduced-provide lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use."

This means 80.48% of DCPS schools are classified as high need.

	School	**Percent of Students Eligible for Free or Reduced-Price Lunch**
1	Hendley Elementary School	99.12%
2	Ferebee-Hope Elementary School	96.41%
3	M.L. King Elementary School	96.34%
4	Moten Elementary School @ Wilkinson	95.41%
5	Drew Elementary School	94.56%
6	Aiton Elementary School	94.52%
7	Mamie D. Lee School	93.98%
8	Tubman Elementary School	93.25%
9	Ketcham Elementary School	92.49%
10	M.C. Terrell/ McGogney Elementary School	92.45%
11	Garfield Elementary School	92.34%
12	Kenilworth Elementary School	91.80%
13	Nalle Elementary School	91.75%
14	Amidon-Bowen Elementary School	91.64%
15	Davis Elementary School	91.62%
16	Noyes Education Campus	91.46%
17	Bruce-Monroe Elementary School @ Park View	91.12%
18	Kimball Elementary School	90.59%
19	Browne Education Campus	90.56%
20	Plummer Elementary School	90.05%
21	Prospect Learning Center	89.81%
22	Stanton Elementary School	89.73%
23	Brightwood Education Campus	89.54%
24	Eliot-Hine Middle School	89.45%
25	Raymond Education Campus	89.38%
26	Patterson Elementary School	88.83%
27	Kramer Middle School	88.33%
28	Orr Elementary School	88.22%
29	Hart Middle School	88.03%

30	J.O. Wilson Elementary School	87.42%
31	Garrison Elementary School	87.38%
32	Truesdell Education Campus	87.24%
33	Savoy Elementary School	87.10%
34	Langley Elementary School (Formerly Emery EC)	86.84%
35	C.W. Harris Elementary School	86.82%
36	Simon Elementary School	86.55%
37	Thomas Elementary School	86.43%
38	Smothers Elementary School	86.16%
39	Powell Elementary School (Lincoln Hill Cluster)	86.11%
40	Seaton Elementary School	86.09%
41	Whittier Education Campus	85.88%
42	Dunbar High School	85.82%
43	Sharpe Health School	85.71%
44	Turner Elementary School @ Green	85.61%
45	Columbia Heights Education Campus (CHEC)	85.44%
46	Wheatley Education Campus	85.16%
47	Marie Reed Elementary School	84.75%
48	Johnson Middle School	84.69%
49	Ron Brown Middle School	84.39%
50	Shaw Middle School @ Garnet-Patterson	84.18%
51	Houston Elementary School	84.16%
52	Winston Education Campus	83.83%
53	Kelly Miller Middle School	83.76%
54	Burrville Elementary School	83.70%
55	Sousa Middle School	83.52%
56	MacFarland Middle School (Lincoln Hill Cluster)	83.49%
57	LaSalle-Backus Education Campus	83.28%
58	Cleveland Elementary School	83.15%
59	Randle Highlands Elementary School	83.12%
60	Payne Elementary School	83.05%
61	Ludlow-Taylor Elementary School	83.00%
62	Malcolm X Elementary School	82.92%
63	Anacostia High School	82.42%
64	Miner Elementary School	82.21%
65	Washington Metropolitan High School (formerly YEA)	82.13%
66	Ballou High School	81.82%
67	Ballou STAY	81.82%
68	Barnard Elementary School (Lincoln Hill Cluster)	81.61%
69	Takoma Education Campus	81.43%

70	Spingarn High School	81.33%
71	Spingarn STAY	81.33%
72	Bancroft Elementary School	80.86%
73	CHOICE Academy	80.61%
74	H.D. Cooke Elementary School	79.89%
75	Burroughs Education Campus	79.73%
76	Beers Elementary School	78.79%
77	Luke Moore Alternative High School	78.28%
78	Walker-Jones Education Campus	77.61%
79	Jefferson Middle School	77.57%
80	Langdon Education Campus	76.98%
81	Brookland Education Campus @ Bunker Hill	76.64%
82	Thomson Elementary School	75.99%
83	H.D. Woodson High School	75.98%
84	Phelps Architecture, Construction and Engineering High School	75.30%
85	Marshall Elementary School	73.91%
86	Leckie Elementary School	73.20%
87	Cardozo High School	72.41%
88	West Education Campus	72.13%
89	Coolidge High School	68.48%
90	Eastern High School	68.95%
91	Roosevelt High School	66.00%
92	Roosevelt STAY	66.00%
93	Francis-Stevens Education Campus	65.40%
94	Tyler Elementary School	63.05%
95	Benjamin Banneker High School	61.02%
96	Stuart-Hobson Middle School (Capitol Hill Cluster)	54.21%
97	McKinley Technology High School	50.15%
98	Youth Services Center	31.00%
99	Incarcerated Youth Program, Correction Detention Facility	19.00%

DCPS Key Personnel

Kaya Henderson, Chancellor

Kaya Henderson currently serves as the Chancellor of DC Public Schools. As Chancellor, Ms. Henderson is committed to holding all students to high expectations, providing them with access to high quality teachers, and creating the most rigorous and innovative instructional environments to ensure their success.

Ms. Henderson's education career began as a middle school Spanish teacher in the South Bronx in New York City. After her time in the classroom, Ms. Henderson went on to work as a recruiter, national admissions director, and DC Executive Director for Teach For America.

In 2000, she began her work with The New Teacher Project (TNTP), where she became the Vice President for Strategic Partnerships.

Ms. Henderson came to DCPS as Deputy Chancellor in 2007. During her time as Deputy Chancellor, she oversaw the district's human resources and human capital work. In this position, she served as chief negotiator for the groundbreaking 2010 contract between DCPS and the Washington Teachers' Union, and led the development of IMPACT, a new and innovative professional development and evaluation system designed to ensure that an effective teacher is at the head of every DCPS classroom. Ms. Henderson's human capital work at DCPS has served as a model for school districts throughout the country.

Ms. Henderson received her bachelor's degree in International Relations and her master's degree in Leadership from Georgetown University.

Jason Kamras, Chief of Human Capital

Jason Kamras currently serves as the Chief of Human Capital for the District of Columbia Public Schools. In this role, he leads the district's efforts to ensure that its teachers, school leaders, and central office staff members are the best in the nation.

Before joining central office, Mr. Kamras taught mathematics for eight years at John Philip Sousa Middle School in DCPS. He began teaching in 1996 as a member of Teach For America and was named National Teacher of the Year by President Bush in 2005.

After his work in the classroom, Mr. Kamras served as the Director of Teacher Human Capital for DCPS. In this position, he led the development of the IMPACT performance management system as well as the IMPACT*plus* performance-based compensation system. Mr. Kamras also helped negotiate the district's groundbreaking contract with the Washington Teachers' Union.

Mr. Kamras holds a bachelor's degree in Public Policy from Princeton University and a master's degree in Education from Harvard Graduate School of Education.

John Davis, Chief of Schools

John Davis currently serves as the Chief of Schools for the District of Columbia Public Schools. In this role, Mr. Davis advises Instructional Superintendents as they support and lead principals.

Mr. Davis began his educational career as a teacher in Baltimore City, teaching middle school math and earning a Teacher of the Year award in 1997.

After six years in Baltimore City, he spent two years at the Laikipia Baraka School in Nanyuki, Kenya – a school that brought rising Baltimore seventh graders to the bush of Kenya for two years of instruction. At The Baraka School, Mr. Davis served as a teacher and Head of School.

Upon returning to the states, Mr. Davis continued teaching for two years before becoming the principal of New Era Academy – one of the first two Innovation High Schools that served as a key component in Baltimore City's High School Transformation effort.

In 2007, Mr. Davis joined central office in DCPS as the Director of School Leadership Strategy on the Human Capital team. He transitioned to the role of Instructional Superintendent in August of 2008.

Mr. Davis earned a bachelor's degree in Welding Engineering from Ohio State University and a master's degree in Educational Administration and Supervision from Johns Hopkins University.

Carey Wright, Chief Academic Officer

Dr. Carey Wright currently serves as the Chief Academic Officer for the District of Columbia Public Schools. In this capacity, she provides leadership for PK-12 education, including management of the offices of Curriculum and Instruction, Early Childhood Education, Secondary School Transformation, Bilingual Education, Out of School Time, Educational Technology, Youth Engagement, and Library Media Services.

Dr. Wright began her career in education in Prince George's County Public Schools in Maryland. She went on to work in Howard County Public Schools in Maryland, where she served as a teacher and a principal for fifteen years. She also served as the Director of Special Education and Student Services.

From 2003 to 2009, Dr. Wright served as the Associate Superintendent for the Office of Special Education and Student Services in Montgomery Public Schools in Maryland. In this capacity, she was responsible for special education programming for 17,000 students with disabilities, managing a budget of $325 million, overseeing non-public placements and alternative programs, providing special education staffing for 200 schools, the provision of K-12 school counseling, psychological services, pupil personnel serves, and the administration of the International Student Admission Office.

Dr. Wright has been recognized as an outstanding educator by the National Center for Culturally Responsive Systems, nominated twice for the Washington Post Outstanding Principal Award, and awarded the Howard County Chamber of Commerce Outstanding Educator of the Year.

Dr. Wright obtained her bachelor's, master's, and doctoral degree in Education Policy Analysis from the University of Maryland, College Park.

Lisa Ruda, Chief of Staff

Lisa Ruda currently serves as the Chancellor's Chief of Staff for the District of Columbia Public Schools. In this capacity, Ms. Ruda oversees school operations, the general counsel, and interagency relations.

Ms. Ruda began her career in the legal profession, and at age 28 was one of the youngest people in the nation to be appointed Chief Counsel for an urban school district. Prior to her appointment, Ms. Ruda was a litigator at Kelley, McCann and Livingstone (now known as Taft, Stettinus and Hollister). She began her work in education and public law, representing school districts in collective bargaining, property transfers, public contracts, public records, open meetings, teacher and administrator evaluations and contract renewals, students with disabilities, employment discrimination, and finance and taxation issues.

From 2000 to 2006, Ms. Ruda served as Chief of Staff of the Cleveland Municipal School District (CMSD), Ohio's largest public school district. In this role, she oversaw all divisions and the district's 8,000 full time employees, 100 school buildings, $600 million general fund budget, and $1.5 billion capital budget.

Ms. Ruda earned a bachelor's degree from Bowling Green State University and a juris doctorate from Case Western Reserve University.

Peter Weber, Chief of Strategy

Peter Weber serves as the Chief of Strategy for the District of Columbia Public Schools. This office supports DCPS' strategic planning, resource allocation, federal grant management, and intergovernmental affairs.

Mr. Weber began his educational career as a teacher in Houston, Texas where he taught high school English as a second language, English, U.S. history, world geography, and government. Mr. Weber also launched a successful Advanced Placement U.S. history program at his school.

After his teaching career, Mr. Weber served as a Budget Examiner for Education Programs in the Office of Management and Budget. From there, Mr. Weber went on to serve as Budget Director for DCPS.

Following his time with the DCPS Budget Office, Mr. Weber became the Director of Finance and Administration for Achieve Inc., a non-profit focused on improving K-12 standards and assessments. After working for Achieve Inc., Mr. Weber became the Director of Federal Intergovernmental Affairs for the New York City Department of Education.

In 2007, Mr. Weber returned to DCPS as Chief of Staff to the Deputy Chancellor for Human Capital. In this capacity, he managed DCPS' Human Resource operations and collaborated on improvements in human capital.

Mr. Weber earned a bachelor's degree in English and History from the University of Iowa and a master's degree in Public Affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas.

Scott Thompson, Director, Teacher Effectiveness Strategy

Scott Thompson is Director of Teacher Effectiveness Strategy for the District of Columbia Public Schools. In this role, Scott directs a team of 20 that manages DCPS's strategic work in areas including teacher

evaluation design, teacher recognition and retention, teacher leadership and career ladders, teacher recruitment and selection, and teacher effectiveness research.

Scott has been with DCPS since June 2009, and previously served with DCPS as Manager of IMPACT Design and Assistant Director of the Master Educator Program, helping to manage the first-year implementation of IMPACT, DCPS's teacher evaluation system, and leading the work to redesign the system for its subsequent years.

Scott taught middle and high school history in New York City as a member of Teach for America. He holds a Bachelor of Arts from Stanford University and also studied at Oxford University as a Rhodes Scholar, where he received a Masters in Social Policy.

Cynthia Robinson-Rivers, Manager, Teacher Effectiveness Strategy

Cynthia Robinson-Rivers currently serves as a manager on the Teacher Effectiveness Strategy team for the District of Columbia Public Schools. In this position, she develops policies and programs to improve the school system's ability to retain Effective and Highly Effective teachers, including LIFT: Leadership Initiative For Teachers, a career ladder system for teachers, and Teaching In Action, a program that connects teachers with high-performing colleagues in their content area for classroom observations.

Ms. Robinson-Rivers began her education work in the classroom teaching on and off for ten years in public schools in Oakland, East Palo Alto, and Washington, DC. During this time, Ms. Robinson-Rivers also served as a mentor through the DC Public School master educator program.

In 2006, Ms. Robinson- Rivers began her work in the DCPS Central Office. During her first few years at DCPS, Ms. Robinson-Rivers worked as the Director of the DCPS Master Educator Program and on teacher retention and recognition during the inaugural year of IMPACT. In 2011, Ms. Robinson-Rivers transitioned to her current role as Manager on the Teacher Effectiveness and Strategy Team.

She holds a bachelor's degree in Communication and Art from Stanford University and a master's degree in Education from George Washington University.

Hilary Darilek, Deputy Chief, Principal Effectiveness

Hilary Darilek leads the Principal Effectiveness division for the District of Columbia Public Schools. In this role, she focuses on school leader recruitment, selection, evaluation, development, and retention.

Prior to her work for DCPS, Ms. Darilek taught middle school math and science in Baltimore, Maryland through Teach For America. In 2002, she shifted from the classroom to the RAND Corporation where she began work as an analyst, conducting research on a variety of education issues including urban school district reform and teacher preparation programs.

After three years with RAND, Ms. Darilek began working as the Managing Director of the DC Program for New Leaders for New Schools where she oversaw recruitment, admissions, charter school strategy, and general program needs.

Ms. Darilek transitioned to DCPS in 2009 and has led school leader recruitment, selection, evaluation, and recognition/compensation efforts since then. Last year, her role expanded to also include professional development for all our principals and assistant principals.

Ms. Darilek holds a bachelor's degree in Mathematics and Economics at the College of William and Mary and a master's degree in Teaching from the Johns Hopkins University. She also holds a second master's degree from the London School of Economics in Political Science.

Michelle Hudacsko, Director, IMPACT

Michelle Hudacsko currently serves as the Director of IMPACT for the District of Columbia Public Schools. In this role, Ms. Hudacsko directs the work of three teams – the Master Educator Program, IMPACT Operations, and Align – all of which support the successful implementation of IMPACT, DCPS' performance assessment system for all school-based staff.

Ms. Hudacsko began her career in education as a teacher in Washington, DC through Teach For America.

After working in the classroom, Ms. Hudacsko worked at Reading is Fundamental, launching a literacy program for pregnant and parenting teenagers, and managing the organization's research and evaluation portfolio.

Ms. Hudacsko joined The New Teacher Project (TNTP) as a partner where she oversaw the strategy and implementation of TNTP's recruitment, selection, and licensure programs in DC and across Louisiana.

She holds a bachelor's degree and a master's degree in Curriculum and Instruction from the University of Maryland, College Park.

Kyoung Lee, Director, Strategic Initiatives for Principal Effectiveness

Kyoung Lee serves as the Director of Strategic Initiatives in the Principal Effectiveness in the Office of Human Capital at DC Public Schools.

Ms. Lee began her career at Sibson Consulting, working for 5-years as a management consultant working on strategic human capital issues for Fortune 500 companies. In 2004, she joined Pfizer as an organizational development consultant where she designed and implemented innovative learning interventions to support key business imperatives.

Next, Ms. Lee served as the managing director in the Human Assets group at Teach For America, where she helped launch a new learning and development team focused on onboarding and leadership development of over eight hundred staff members.

Prior to joining DCPS, Ms. Lee served as a senior consultant at Community Resource Exchange, a nonprofit consulting firm, focused on helping struggling New York City-based nonprofit executive directors on their management and organizational issues.

Ms. Lee earned a BA in public policy from the University of Chicago and a master's in Public Policy from Harvard's Kennedy School of Government.

Rhoda Mhiripiri-Reed, Interim Director, Mary Jane Patterson Fellowship

Rhoda Mhiripiri-Reed is currently a doctoral resident at the District of Columbia Public Schools. In this position, she is with working to design and launch an 18-24 month, learning-rich leadership development experience for aspiring school leaders.

Ms. Mhiripir-Reed began her career as educator in 1994 as a middle school teacher in Minnesota. She then worked as an assistant principal at that same middle school and another three years at her alma mater high school. Her final role before beginning her doctoral program was as principal of a 3,000-student high school in Minneapolis. She served in this position for five years.

Ms. Mhiripir-Reed graduated from Yale University with a BA in Psychology and Education and she earned an MA in Education Administration from the University of Minnesota. She is currently pursuing a doctorate in Education Leadership at Harvard.

The Leadership Development series is a set of workshops throughout the school year designed to help school leaders develop their own abilities along the six standards of the Leadership Framework: Instruction, Talent, Operations, Family & Community, School Culture, and Personal Leadership.

The primary purpose of these workshops is to respond to school leaders' requests for more professional development, targeted at their greatest areas of need, to help them grow as leaders and improve their school communities. In addition, participants will be asked to give feedback on the presenters and content to evaluate whether they will continue to be involved with other DCPS programs, such as the Patterson Fellowship for aspiring principals.

How were the providers selected?

- Central office staff spoke to about twenty vendors
- Each was vetted based on their written materials and website, videos of their presentations, their willingness to customize their content for DCPS, their experiences as presenters and practitioners, and reviews from past participants, both internal and external to DCPS
- The four external vendors chosen all came highly recommended for their skill in facilitating sessions and the practical applications of their work
- Some important development areas, such as instructional expectations and RTI, were so specific to the DCPS context that we decided to engage internal DCPS staff to conduct the sessions
- These presenters are also being vetted for the quality and engagement levels of their presentations, and we will work with them to ensure that their workshops are equally valuable for participants.

What are the benefits for participants?

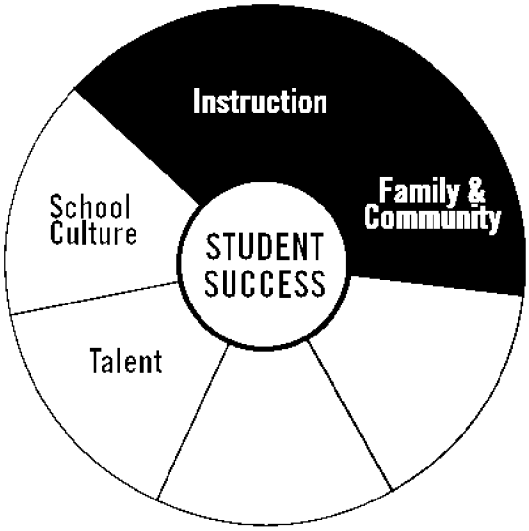
- Leave with concrete strategies to take back to their schools in the targeted area
- Learn new frameworks for approaching crucial areas of school leadership
- Each workshop represents a major lever for improving student achievement

What is expected of participants?

- Choose workshops that meet their specific professional development needs
- Attend all workshops in the series they select and arrive on time
- Actively engage and collaborate with colleagues during the sessions
- Give feedback to inform decisions about long-term collaboration with the facilitator

What is expected of the instructional superintendents?

- Help principals select appropriate workshops
- Attend workshops where possible (we hope to have at least one supt at each workshop)
- Give feedback to inform decisions about long-term collaboration with the facilitator



Leadership Framework Standard	Aligned Series	Dates
Instruction	**Leading the Consistent Implementation of Instructional Expectations** (DCPS Staff) • Defining and Monitoring Instructional Expectations • Effective and Efficient Strategies to Change Teacher Practice	9/27, 10/11
Talent	**Talent Management** (Coaching for Results) • TBD	TBD
Family & Community	**Family and Community Engagement** (Helen Westmoreland, Flamboyan Foundation, and DCPS Staff) • Creating a School Climate and Action Plan for Family Engagement • Partnering with Families Around Academic Achievement and School Improvement	9/18, 11/20, 3/19, 5/21
School Culture	**Transforming School Culture** (Dr. Anthony Muhammad, New Frontier 21) • Creating a Culture of High Achievement • Getting Staff "Buy In," Creating a Healthy Organizational Culture	10/22, 11/9, 12/3
	Response to Intervention (DCPS Staff) • Introduction to Response to Intervention • Using Data-Based Decision-Making in RTI	2/7, 3/7
Personal Leadership	**Adaptive Leadership** (Brendan O'Day, The Meristem Group) • Use the Adaptive Leadership model and the Case Consultancy Protocol to build a deeper understanding of group dynamics • Build adult capacity and strengthen professional ties	9/13, 11/1, 1/17, 3/14, 5/9

Session Title	Leading the Consistent Implementation of Instructional Expectations	
Facilitator	DCPS Staff	
Standard Alignment	Instruction	
Target Audience	Principals and Assistant Principals of all experience levels. Participants must commit to attending both sessions.	
Overview	School leaders will learn to use the DCPS Academic Plan and their Academic Leadership Team to drive instructional expectations and improve teacher practice in their schools.	
Objectives	School leaders will be able to: • Define instructional leadership • Identify effective strategies for sharing an instructional vision • Evaluate examples of instructional leaders success in communicating their instructional visions • Identify types of data that can inform an instructional vision and how to use this data to assess progress toward a goal • Identify the overall goal and core components of the DCPS Academic Plan • Identify the expectations and role of the DCPS academic leadership team in DCPS • Evaluate instructional lessons using the TLF rubric	
Session Titles and Dates	• Session 1: Defining and Monitoring Instructional Expectations	Thursday, September 27, 8am – 4pm
	• Session 2: Effective and Efficient Strategies to Change Teacher Practice	Thursday, October 11, 8am-4pm

Session Title	Family and Community Engagement	
Facilitator	Helen Westmoreland, Flamboyan Foundation, and DCPS Staff	
Standard Alignment	Family and Community	
Target Audience	Principals and Assistant Principals of all experience levels (up to 30 participants). Participants must commit to all 4 sessions. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn strategies for engaging families and communities. They will learn strategies to create a school climate that welcomes families and community partners and engage families in academic achievement and school improvement plans.	
Objectives	School leaders will be able to: • Apply the School-Wide Family Engagement Diagnostic Rubric to assess the level of family engagement in the school and recent strategies tried by the school. • Conduct root cause analysis using quotes and discussion about family perceptions of school and staff • Identify strategies for creating a welcoming school climate for family engagement • Analyze a case studies using Kotter's framework to determine successes, challenges, and next steps • Identify strategies for investing families in goal-setting, data-monitoring, and learning support • Diagnose and discuss staff skill and will to implement family engagement initiatives	
Session Titles and Dates	• Session 1: Creating a School Climate for Family Engagement	Tuesday, September 18, 8am-4pm
	• Session 2: Partnering with Families around Academic Achievement	Tuesday, November 20, 8am-4pm
	• Session 3: Assessing and Action Planning around Family Engagement	Tuesday, March 19, 8am-4pm
	• Session 4: Family Engagement in School Improvement	Tuesday, May 21, 8am-4pm
Facilitator Bio	Helen Westmoreland is the Director of Program Quality for the Flamboyan Foundation, a private family foundation based in Puerto Rico and Washington, D.C., with the mission of improving educational outcomes for children in public schools and public charter schools. Her areas of expertise include evaluation, family engagement, out-of-school-time, community organizing, and systems-building. She recently spent two weeks with Dignitas Project on the ground in Nairobi to help develop an evaluation system linked to program outcomes. Helen received her master's degree in education policy and management from Harvard Graduate School of Education and her bachelor's degree in Spanish from Duke University.	

Session Title	Transforming School Culture	
Facilitator	Dr. Anthony Muhammad, New Frontier 21	
Standard Alignment	School Culture	
Target Audience	Principals and Assistant Principals of all experience levels (up to 24 participants). Participants must commit to all 3 sessions. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn strategies for modeling high expectations, gaining staff buy-in, celebrating student success, and creating a supportive, learning-focused school community.	
Goal	School leaders will learn strategies for creating a positive school culture while gaining the support of their staff throughout the change process.	
Objectives	School leaders will be able to: • Analyze what school leaders do in order to model their belief in the potential that every student can achieve at high levels • Identify strategies to gain staff "buy-in" for improvement initiatives • Identify what school leaders do to create a supportive learning-focused community and what teachers do to bring this culture into their classrooms • Spot the factors that can be harmful to school cultures • Identify effective strategies for celebrating student successes	
Session Titles and Dates	• Session 1: Creating a Culture of High Achievement	Monday, October 22, 8am-4pm
	• Session 2: Getting Staff "Buy-in" for Improvement Initiatives	Friday, November 9, 8am-4pm
	• Session 3: Creating a Healthy Organizational Culture	Monday, December 3, 8am-4pm
Facilitator Bio	Anthony Muhammad is one of the most sought after educational consultants in North America. As a practitioner of nearly twenty years, Dr. Muhammad has served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad's most notable accomplishment came as principal at Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments was more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work (PLC) model of school improvement, and they have been recognized in several videos and articles as a model, high-performing PLC. As a researcher, he has published articles in several publications in both the United States and Canada.	

Session Title	Response to Intervention	
Facilitator	DCPS Staff	
Standard Alignment	School Culture and Instruction	
Target Audience	Principals and Assistant Principals of all experience levels. Participants must commit to attending both sessions.	
Overview	School leaders will be learn how the RTI model drives overall school culture and identify the range of possible interventions available in their schools.	
Objectives	School leaders will be able to: • Explain the shift in approach from the discrepency model to the response to intervention model • Differentiate universal, seconary, and tertiary academic and behavioral interventions • Describe stages of child development and their impact on behavior and learning • Identify how the response to intervention model drives whole school culture • Identify the range of interventions available in their buidlings • Model structures for an effective Student Support Team • Practice data cycle for identifying the effectiveness of interventions	
Session Titles and Dates	• Session 1: The Essential Components of Response to Intervention	Thursday, February 7, 8am-4pm
	• Session 2: Data Based Decision Making	Thursday, March 7, 8am-4pm

Session Title	Adaptive Leadership
Facilitator	Brendan O'Day, The Meristem Group
Standard Alignment	Personal Leadership & Talent
Target Audience	Principals and assistant principals, organized into three small case consultancy groups of 9-11 people, for a total of 27-33 people. School leaders will be mixed by years of experience. School leaders will be loosely organized by geography when possible.
Overview	This series introduces leaders to adaptive leadership and the group dynamics that impact any given situation. School leaders will participate in a case consultancy protocol that provides the skills and space necessary to collaboratively problem-solve current challenges with their peers.
Goal	To get school leaders learning from each other and learning about their own leadership practice in a structure that is rigorous and focused on consistent improvement.

Objectives	The objective of these groups is to provide school leaders with the tools to identify and respond to challenges that arise during change initiatives. Through this professional learning opportunity, school leaders will: • ***Understand the Adaptive Leadership model***, a theoretical framework for leadership development that is particularly relevant to addressing complex, multi-stakeholder change initiatives. • ***Develop the diagnostic and analytic skills*** necessary to take on participant-identified leadership challenges. • ***Build their repertoire of responses*** to these challenges. • ***Build the deeper self-knowledge and understanding of group dynamics*** critical to exercising leadership in multi-stakeholder environments. • ***Build the habits of asking for and giving help in a disciplined way***, using common language and a common framework of analysis. • ***Strengthen professional ties*** with educational leaders working for a common purpose, creating networked leaders dedicated to each other's success and learning.	
Session Titles and Dates	• Session 1: Introduction to Adaptive Leadership	Thursday, September 13, 8am-4pm
	• Session 2: Introduction to the Case Consultancy Protocol	Thursday, November 1, 8am-4pm
	• Session 3: Group Dynamics and Adaptive Leadership	Thursday, January 17, 8am-4pm
	• Session 4: Deepening the Case Consultancy	Thursday, March 14, 8am-4pm
	• Session 5: Building Adult Capacity – Leadership Without Authority	Thursday, May 9, 8am-4pm
	• Additional evening collaboration sessions	TBD, 5-7 pm
Facilitator Bio	Brendan O'Day has been a teacher for over 20 years, dedicated to using innovative and experiential approaches to instruction that move lessons-learned to knowledge-applied. His clients include national, state-wide, and local non-profits, including City Year and New Leaders for New Schools. He has taught at Dartmouth College, where he offered courses on adaptive leadership in the context of education policy, and worked with emerging leaders in the Rockefeller Center's Leadership Fellows program. As a doctoral candidate at Harvard Graduate School of Education his research explored the market effects of charter schools, and he served for three terms as a member of Ronald Heifetz's Adaptive Leadership teaching team at the Kennedy School of Government. Before entering Harvard, Brendan taught in a small independent high school in Maine, and won a Fulbright Scholarship to teach at a large urban middle school in Paris, France. He lives in Arlington, Massachusetts with his wife and four children, and sits on the Board of the Arlington Education Foundation.	

Session Title	Culturally Responsive Teaching and Learning	
Facilitator	Dr. Sharroky Hollie, Center for Culturally Responsive Teaching and Learning	
Standard Alignment	Personal Leadership and Instruction	
Target Audience	Principals and Assistant Principals of all experience levels (up to 30 participants). Participants must commit to both days of the session. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn to identify and implement culturally and linguistically responsive practices in their schools and classrooms.	
Goal	To introduce school leaders to a framework to understand the dynamic relationships within school cultures as well as culturally and linguistically responsive practices for the classroom.	
Objectives	At the conclusion of this workshop, school leaders will be able to: • Examine and addresses any school structures or practices that limit the participation of groups of students and families • Build the school's and community's collective capacity by initiating direct conversations about culture and diversity and hold each other accountable for language, attitudes, and behavior that is offensive or uniformed around racial or cultural differences • Define concretely what is culturally and linguistically responsive teaching and why it is necessary in our failing schools today. • Create the context for addressing the needs of underserved students, particularly African American students, in terms of their sociopolitical and sociolinguistic relativity in the American educational system. • Promotes the focus on effective instructional strategies utilization in way that validates and affirms underserved students across content areas and grade levels in four key instructional areas. • Provide and explain sample culturally and linguistically responsive activities for classroom use in four key instructional areas	
Session Titles and Dates	• Introduction to Culturally and Linguistically Responsive Teaching	Tuesday & Wednesday, October 16 – 17, 8am-4pm

Facilitator Bio	Sharroky Hollie is a professor at California State University, Dominguez Hills, where he has taught in the Teacher Education Department for the past 11 years. He is the co-founder of a nationally acclaimed laboratory school, Culture and Language Academy of Success (CLAS), a K-8 independent charter school in Lost Angeles that focuses on a culturally responsive pedagogy. At CLAS, Dr. Hollie directs and develops the curriculum, professional development, and teacher development. He is also the executive director of the Center for Culturally Responsive Teaching and Learning, a non-profit organization dedicated to providing stellar professional development for educators on cultural responsiveness. With the Center, Dr. Hollie serves as a national expert, traveling around the country training thousands of teachers. He has been acknowledged by several groups as one of the top professional developers in the country. His work has appeared in several edited texts, including *Teaching African American Learners to Read*, edited by Mary Hoover and Bill Hammond (2005), and the anthology *Talkin Black Talk*, edited by John Baugh and H. Samy Alim (Teachers College Press in 2007). This fall, Dr. Hollie's first book, *Validation and Affirmation: Responsive Strategies For All*, will be published by Teacher Created Materials. Dr. Hollie received his Bachelors in English and Masters in English Education from California State University, Northridge. His PhD in Curriculum and Instruction with a specialization in African American learners is from the University of Southern California. He resides in Los Angeles.

NOTE: In 2012–2013, only the TEACH domain of the Teaching and Learning Framework will be assessed.

TEACH 1 | LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*
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. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted 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. For example, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.
Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.

* *For some parts of a lesson (e.g., a skill-building warm-up), it may be appropriate for a teacher to have a goal that does not align with the objective for the rest of the lesson. In these cases, observers should assess the extent to which the warm-up moves students toward mastery of the warm-up goal, in addition to considering the extent to which the other parts of the lesson connect to each other and move students toward mastery of the lesson objective.*

NOTES:

1. This standard assesses two equally important aspects of a lesson: It is well-organized and objective-driven. Because only one row assesses the extent to which the lesson is well-organized, while two rows assess the extent to which it is objective-driven, more weight should be given to the first row (well-organized) to determine an overall score for Teach 1.
2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.

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 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 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' comments, 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.
Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.	Students do not understand the importance of the objective.

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:*
Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning. Explanations of content also are delivered in as direct and efficient a manner as possible.	Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.
The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.	The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.
The teacher emphasizes key points when necessary, such that students understand the main ideas of the content. Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher's explanations.	The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.
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.
The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.

* *Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, impeach, sonnet).*

NOTES:

1. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
2. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.	Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.
The teacher generally gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.	The teacher gives unclear or imprecise definitions, or does not use a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.
The teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.	The teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.
Students generally show that they understand the 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 makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building student understanding of content.	The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building student understanding of content.

TEACH 3 | ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	The teacher makes the lesson accessible to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or annotated notes) in order to ensure that students are able to access the lesson.
The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are.	The teacher makes the lesson challenging to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or extension assignments) in order to ensure that all students are challenged by the lesson.
There is an appropriate balance between teacher-directed and student-centered 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 and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher makes the lesson accessible to most students, but some students may not be able to access certain parts of the lesson.	The lesson is not accessible to most students.
The teacher makes the lesson challenging to most students, but some students may not be challenged by certain parts of the lesson.	The lesson is not challenging to most students.
There is some balance between teacher-directed and student-centered 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 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.

TEACH 4 | PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. During the lesson students also are developing deep understanding of the content. 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.	**Effective** *The following best describes what is observed:* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. For particular types of lessons, this might only entail giving students two ways to engage with content (e.g., Socratic Seminar might involve verbal/linguistic and interpersonal ways), while many types of lessons should involve three ways or more. 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.

* *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. 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 or his students' needs and preferences should influence the styles and modalities selected.

2. If the teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation providing multiple ways that do move students toward mastery of lesson content, it is possible for the teacher to receive a Level 3 score.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher provides students multiple ways to engage with content,* and most ways move students toward mastery of lesson content. For example, in a lesson introducing fractions, a teacher might include an auditory way that does not move students toward mastery, but might also provide visual and kinesthetic ways that do move students toward mastery of lesson content.	The teacher provides students multiple ways to engage with content,* but most ways do not move students toward mastery of lesson content; or, the teacher only provides students one way to engage with content.
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.	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.

TEACH 5 | CHECK FOR STUDENT UNDERSTANDING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher checks for understanding of content at all key moments.	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 transitions between lesson activities, or partway through the independent practice).
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 a whole class check, or uses methods such as exit slips or whiteboards to provide information about a range of students.

* *For some lessons, checking the "pulse" of the class may not be appropriate. For example, if students spend the majority of the observation working on individual essays while the teacher conferences with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, observers should assess how deeply and effectively the teacher checks for the understanding of the students with whom s/he is working.*

NOTES:

1. The teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). For example, as long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable the teacher to get the "pulse" of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the "pulse" of the class because the teacher gained enough information to be able to adjust subsequent instruction.

2. In some lessons, it can be appropriate to give the teacher 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 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 questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
   - Asking students to respond on white boards; using exit slips, constructed responses, stop 'n' jots, or other written checks
   - Circulating and observing individual students' or small groups' work
   - Conferencing with individual students or small groups
   - Using role-playing, four corners, or other tactile/kinesthetic checks

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.	The teacher checks for understanding of content at few or no key moments.
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.*

TEACH 6 | RESPOND TO STUDENT UNDERSTANDING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	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.
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. The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer 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, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.
The teacher always probes students' correct responses, when appropriate, to ensure student understanding.	The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer.

* *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 some cases, the teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as highly effective practice in this row.*

NOTE:

1. 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.

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 probes students' correct responses, when appropriate, to ensure student understanding.	The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand.

TEACH 7 | DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.
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.*
Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.†	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.† Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.

* *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 the teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.*

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 that are increasingly complex 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 that are increasingly complex that develop most students' 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 complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†

NOTES:

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).

2. 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.

3. Observers should consider both verbal and written questions when assessing the first row in this standard.

NOTE: In 2012–2013, only the TEACH domain of the Teaching and Learning Framework will be assessed.

TEACH 8 | MAXIMIZE INSTRUCTIONAL TIME

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.
Students always have something meaningful to do. Lesson pacing also is student-directed or individualized, when appropriate.	Students always have something meaningful to do.
The teacher spends an appropriate amount of time on each part of the lesson.	The teacher spends an appropriate amount of time on each part of the lesson.
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.

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 frequently ask questions or require the teacher to repeat directions.	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.
There are brief periods of time when students have nothing meaningful to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).	There are significant periods of time when students have nothing meaningful to do.
The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary.	The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson.
Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.

TEACH 9 | BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher.	Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.
Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*	Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*
The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.	The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise.
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 the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.*

NOTES:

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.
2. Observers should consider the point in the school year when assessing this standard. For example, in September the teacher might be in the early stages of building individualized relationships with students; or, the teacher might be establishing a culture of offering unsolicited praise with students who were not previously accustomed to engaging with classmates in that way.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.
Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the teacher, but not to their peers.	Students are frequently disrespectful of the teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the teacher or their peers are speaking.
The teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.	The teacher rarely or never reinforces positive behavior and good academic work; 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.

Local 6 of the American Federation of Teachers, AFL-CIO

EXECUTIVE BOARD
Nathan A. Saunders
Candi L. Peterson
Mionon Uzzell
Malvery Smith
Ricardo Quiros
Fannie Plain
Diane Terrell
Douglas Carter
Chestrv'a Shoemaker
John McDowell

MEMBERS AT LARGE
Rebecca Smith
Milton B. Williams
Henry Brown Anglin, Jr.
Keith Spinner
Jena Brahame
Paolo Gibon
Vinson Irby, Jr.
Clarion Vero
Leslie Milofsky
Jennifer E. Penn
Roshiaa Young

BOARD OF TRUSTEES
Stacy Marsh-Sherrod
Valerie Rivers-Bethel

RETIREES CHAPTER
John Taylor

July 25, 2012

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(6)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

Washington, D.C. 20006 tel: 202.293.8600 fax: 202.293.8633

District of Columbia Public Schools (DCPS) intends to comply with the requirements of section 427 of the General Education Provisions Act. With funding provided by the United States Department of Education, DCPS will develop and implement performance-based teacher and principal compensation systems in high-need schools. The schools that will benefit from the funding serve many students from economically disadvantaged students and students who are not proficient in reading, math, and STEM (science, technology, engineering, and mathematics) areas. With funding provided by the Department of Education, DCPS will continue to expand instructional and leadership support for teachers. External providers will be screened and recruited to ensure quality. The District of Columbia Public Schools will provide an equal opportunity for all qualified persons in educational programs and activities at each school. DCPS does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, or Vietnam-era veteran status. DCPS conforms to all applicable federal and state nondiscrimination laws. DCPS also takes affirmative steps to ensure equitable access to, and participation in, our federally assisted program for students, teachers, and other program beneficiaries with special needs. The Office of Labor Management and Employee Relations (LMER) ensures that eligible disabled employees receive benefits and opportunities equal to those provided to non-disabled employees. LMER also ensures that eligible disabled employees receive requested reasonable accommodations. The partners implementing the proposed project are committed to ensuring accessibility for all qualified individuals to the program and all of its activities.

OMB Number: 4040-0007
Expiration Date: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Kisha Kantasingh	Director, Teacher Effectiveness Strategy
* APPLICANT ORGANIZATION	* DATE SUBMITTED
District of Columbia Public Schools	07/27/2012

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* District of Columbia Public Schools

** Street 1* 1200 First Street NE *Street 2*

** City* Washington *State* DC: District of Columbia *Zip* 20002-1994

Congressional District, if known: 0

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Teacher Incentive Fund

CFDA Number, *if applicable:* 84.374

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Kisha Kantasingh

***Name:** *Prefix* ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

Title: **Telephone No.:** **Date:** 07/27/2012

Federal Use Only:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Add Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

District of Columbia Public Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Scott Middle Name:

* Last Name: Thompson Suffix:

* Title: Director, Teacher Effectiveness Strategy

* SIGNATURE: Kisha Kantasingh * DATE: 07/27/2012

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Scott		Thompson	

Address:

* Street1: 1200 First Street NE
Street2:
* City: Washington
County:
* State: DC: District of Columbia
* Zip Code: 20002-1994
* Country: USA: UNITED STATES

* Phone Number (give area code): 2027258988
Fax Number (give area code):

Email Address: scott.thompson@dc.gov

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Part 3 ED Project Abstract_DCPS FINAL.pdf | Delete Attachment | View Attachment

Part 3: ED Abstract Form (DC Public Schools)

General Information:

- Application type: This application is for the General TIF Competition (CFDA# 84.374**A**).
- Name and eligibility classification for applicant:
  - This application is from a single eligible applicant: The District of Columbia Public Schools (DCPS).
  - DCPS's eligibility classification is LEA.
- Total schools in DCPS: 123
- High-needs schools served by the proposed TIF funded PBCS: 99 (80.5%).

Summary Statement of Project Objectives and Activities

Our overarching objective guiding this work is that, by the end of the 2016-17 school year, *at least 90% of all DPCS teachers and principals will be Highly Effective or Effective* (with at least 35% Highly Effective) as determined by the IMPACT evaluation system. This objective has been broken down into a number of specific performance metrics, which can be found in the project management section of our Project Narrative. The new initiatives/activities that we plan to pursue with support from a TIF grant include:

1. Provide rigorous, ongoing leadership development training for teacher leaders and principals

Beginning with the introduction of our teacher career ladder (LIFT) in August 2012, high-performing teachers will have access to a more diverse set of leadership roles. These roles become available as teachers advance up the career ladder. In order to ensure that these teacher-leaders are effective in their new roles, we propose to use TIF funds to engage 2-4 vendors who specialize in providing outstanding instructional and leadership development.

We will also use TIF funds to support two new initiatives designed to develop principals' and assistant principals' leadership skills, and to create a pipeline of strong future school leaders. We will engage a university partner who can provide a cohort of our strongest principals with the opportunity to participate in a Executive Master's in Leadership program. We will also invest central office capacity in designing and implementing the Patterson Fellowship Program for aspiring school leaders. This 18-month residency program will prepare assistant principals to become future outstanding principals in DCPS.

2. Create additional leadership roles for teachers in order to drive school turnaround

In order to significantly expand teacher leadership opportunities and have a dramatic effect on our lowest-performing schools, we will design and implement a school turnaround teacher leadership initiative. This initiative will take two approaches: (1) a district-led effort to cluster teacher-leaders in high-need schools by creating additional leadership roles in those schools and providing intensive support to those teachers as mentioned above in #1 and (2) partnering with a vendor who specializes in strategic staffing initiatives and would collaborate with DCPS to

recruit and place cohorts of high-performing, experienced teachers in our highest-need schools. The vendor would also provide intensive, job-embedded, ongoing training and support to these turnaround cohorts.

3. Expand performance-based compensation – including creating a new salary structure based on effectiveness for principals and assistant principals

TIF funds would be used to expand our existing performance-based pay system for teachers, which consists of bonuses for Highly Effective teachers, and base salary increases for Effective and Highly Effective teachers who reach the requisite stages on our LIFT teacher career ladder. TIF would also support us in introducing a new performance-based pay system for principals and assistant principals,

Progression on the principal and assistant principal salary scales will be determined by performance ratings. Highly Effective and Effective principals and assistant principals will receive a base salary increase, ranging from $2,000-$5,000, at the end of each year. In addition, Effective and Highly Effective principals and assistant principals in the forty lowest-performing schools will be placed on an alternate salary schedule, $20,000 (for principals) and $10,000 (for assistant principals) higher than their normal salary schedules. Finally, Highly Effective principals and assistant principals in our forty lowest performing will be eligible for the largest performance bonuses.

DCPS is applying for Competitive Preference 5: An educator salary structure based on performance.

1. DCPS already has a performance based salary schedule for teachers. From the introduction of IMPACT in 2009 until 2012, teachers who earned Highly Effective ratings during two consecutive years were offered a base salary increase. For teachers in schools in which at least 60% of the students qualify for free or reduced price meals, this base salary increase came in the form of a five-year service credit and a move to the master's degree salary band if applicable. Beginning in the 2012-13 school year with the introduction of our Leadership Initiative For Teachers (LIFT) teacher career ladder, base salary increases will be aligned to career stages. Increases will be offered at the Advanced (2-year service credit), Distinguished (additional 5-year service credit), and Expert (additional 5-year service credit) Teacher stages. More information about base salaries and LIFT can be found in the Project Narrative. This performance-based compensation will be funded by local DCPS funds and by TIF funds, as outlined in greater detail in the Budget Narrative.
2. For principals, beginning in FY13, at the conclusion of the 2012-13 school year, progression on the principal and assistant principal salary scales will be determined by performance ratings. Highly Effective and Effective principals and assistant principals will receive a base salary increase, ranging from $2,000-$5,000, at the end of each year. In addition, Effective and Highly Effective principals and assistant principals in the forty lowest-performing schools will be placed on an alternate salary schedule, with salaries that are $20,000 (for principals) and $10,000 (for assistant principals) higher than the normal salary scale. This performance-based compensation will be funded by local DCPS funds and by TIF, as outlined in greater detail in the Budget Narrative.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** TIF Project Narrative FINAL.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Table of Contents

	Section	Page
a	A Coherent and Comprehensive Human Capital Management System	9
b	Rigorous, Valid, and Reliable Educator Evaluation Systems	28
c	Professional Development Systems to Supports the Needs of Teachers and Principals Identified Through the Evaluation Process	38
d	Involvement of Educators	48
e	Project Management	50
f	Sustainability	56

TIF Grant Project Narrative: DCPS

OVERVIEW

Over the past three years, the District of Columbia Public Schools (DCPS) has made a unique and unprecedented investment in human capital – putting it at the center of our strategy to fundamentally transform life outcomes for our kids by dramatically improving student achievement. Our **theory of action** is clear— by recruiting and selecting the best possible talent, rigorously evaluating their performance, and providing differentiated support (by retaining the best, helping the good get great, and counseling out the ineffective), we can dramatically raise achievement for all students. We have demonstrated our unwavering commitment to the students of DCPS by continually investing the resources, internal capacity, and political capital – and making the difficult decisions – required to ensure that every student in the district has access to an outstanding teacher and a world-class education. This is especially poignant as over 80% (99 of 123) of schools in DCPS qualify as high-need **(Requirement 3)**.

Already DCPS has embarked on systemic reforms to ensure quality educators throughout a student's career. To date, DCPS has:

1. **Instituted a rigorous, multi-measure, high-stakes evaluation system for the district's nearly 7,000 teachers, school leaders, and other school-based staff members.** Our evaluation system, called IMPACT, was introduced district-wide in 2009. IMPACT was designed to help individual staff and our district as a whole become more effective by: outlining clear performance expectations tailored to staff members' job responsibilities, providing quality feedback and support, providing performance data to facilitate high-quality, differentiated professional development and strategic decisions about how to allocate

resources; and retaining top performers.

2. **Extended rigorous evaluation to include schools leaders.** Evaluated annually through the School Leader IMPACT system, principals are evaluated by the instructional superintendent who oversees their cluster, while assistant principals are evaluated by their principal. There are two primary components to the evaluation process: goal setting, with a primary emphasis on student achievement outcomes, and the DCPS Leadership Framework (LF), which focuses on additional leadership outcomes assessed against each of the six LF standards.
3. **Provided job-embedded professional development aligned to IMPACT.** Through a variety of delivery options, from school-based coaches to learn at your own pace virtual modules, DCPS offers high-quality, differentiated opportunities for professional development aligned to the Teaching and Learning Framework (TLF), our observation rubric.
4. **Established a groundbreaking performance-based compensation system for teachers.** DCPS and the Washington Teachers' Union (WTU) agreed in the most recent teachers' contract to develop and implement a district wide performance-based pay system. IMPACT*plus* is the product of this groundbreaking collaboration. IMPACT*plus* has two components for Highly Effective WTU members: bonuses and base salary increases. Thanks to IMPACT*plus*, high-performing educators in DCPS are now being paid what they deserve.
5. **Planned for the next era of performance-based compensation by designing a teacher career ladder.** This next phase will formally launch in August 2012 with the introduction of our teacher career ladder, LIFT. LIFT (Leadership Initiative For Teachers) is a five-stage career ladder that will provide high-performing teachers with opportunities for advancement *inside as well as outside the classroom*, as well as greater autonomy and increased recognition and compensation. Teachers' advancement up the LIFT ladder is driven by their

annual IMPACT ratings. As teachers advance up the LIFT ladder, they will become eligible for an increasing number of opportunities and benefits, including: (1) reduced IMPACT observations, (2) additional compensation, and (3) a variety of leadership positions.

The steps we have taken over the past three years to prioritize, above all else, staffing our schools with the best teachers and school leaders is unique nationally. Through the prioritization of local funding and the strategic use of RTT funding, DCPS has led the way in designing and implementing a broad scale human capital management system and has truly begun creating lasting systemic change in the District.

DCPS already administers a rigorous evaluation of educators **(Absolute Priority 2)** that serves as the basis for our district's comprehensive human capital management system **(Absolute Priority 1)**, and will use the Teacher Incentive Fund as a prime opportunity to extend our vision of effective instruction and build on the successes and lessons of the past three years. Through both RTT and TIF (DCPS was a TIF 1 participant; that grant period has ended), we have learned valuable lessons around program design, implementation, and performance-based compensation models.

One important that we have learned over the past three years is that "middle management" (in the form of teacher-leaders and assistant principals) has been an under-supported link in our human capital chain. Building leadership skills in talented educators *before* they become principals helps increase the effectiveness of those principals. While we have devoted substantial resources to developing our teachers' instructional practice and educators a year before the principalship, we can dramatically strengthen our leadership bench if we invest in development across the entire spectrum of educator growth.

Secondly, we have learned that school leaders can't do the hard work of turning around

schools alone. Concentrating talented groups of leadership teams in conjunction with a highly effective principal dramatically increases educators' ability to improve student outcomes. Research indicates that nearly 60% of a school's impact on student achievement is attributable to principal and teacher effectiveness. These are the most important in-school factors driving school success, with principals accounting for 25% and teachers 33% of a school's total impact on achievement.[1] Furthermore, even though a single teacher can have a profound impact on student learning over the course of a year, that effect generally fades quite quickly unless a student's subsequent teachers are equally effective, with half the gains being lost the following year, and nearly all of the gains being lost within two years.[2] In order for students to have high-quality learning gains year after year, whole schools must be high-functioning, led by effective principals with effective teachers across the school. This is especially vital for turnaround schools, where studies find no examples of success without effective principal leadership.[3] Moreover, strategic staffing initiatives that cluster highly functional teams with an effective principal act as compelling recruitment incentives for talented leaders.

Finally, we've learned that while increased compensation isn't the driving factor for principals who choose to work in high need schools, it is certainly an important way that DCPS shows how much we value highly effective talent. Our performance based compensation system and the broader salary structure needs to be expanded to included recognition for highly effective principals. Through this recognition, we believe that DCPS can retain talented principals in the

---

[1] Marzano, R. J., Waters, T., & McNulty, B. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development.
[2] Kane, T. J., & Staiger, D. O. (2008). Estimating teacher impacts on student achievement: An experimental evaluation. Cambridge, MA: National Bureau of Economic Research.
[3] Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2001). Implementation and performance in new American schools: Three years into scale-up. (No. MR-1145). Santa Monica, CA: RAND Corporation; Duke, D. (2004). The turnaround principal: High stakes leadership. Principal Magazine, 84(1), 12-23.

schools where we need them most.

Given these lessons, we propose to leverage TIF funding in three new initiatives that will enable us to build our early successes into an even more robust HCMS:

1. Provide rigorous, ongoing leadership development training for teacher leaders and principals

In order to maximize the impact of teacher leaders on student achievement, we would use TIF funds to engage 2 to 4 vendors that specialize in leadership development. Through intense programs of study, virtual and in-person coaching from master teachers, training on effective strategies for leading mission-focused teams, and other job-embedded professional development opportunities, teacher leaders would build the skills necessary to dramatically accelerate student achievement in their schools.

Specifically, we would engage vendors who specialize in deepening teachers' content and pedagogical expertise (especially targeted at teachers who plan to remain in the classroom long-term) and vendors who specialize in building teachers leadership skills (especially targeted at teachers who plan to transition to leadership positions beyond the classroom).

In addition to building capacity in schools, these leadership development opportunities would support our district recruitment and retention efforts – attracting high performing teachers to DCPS and improving retention by providing teachers with opportunities to take on new challenges and develop new skills over the course of a long and fulfilling career in the district.

For school leaders, we plan to develop a robust principal pipeline by implementing an assistant principal residency program that would provide targeted, ongoing training and mentoring. We also plan to engage a vendor in order to implement an Executive Master's in Leadership program for a cohort of our highest potential principals. We expect that these programs will not only increase the effectiveness of our school leaders, but also serve to help us

recruit stronger candidates and retain our best.

2. *Create additional leadership roles for teachers in order to drive school turnaround*

LIFT is an essential first step in developing meaningful career pathways for teachers. It provides a framework to which we can align existing leadership opportunities, performance-based compensation, and other retention and recognition initiatives. However, to truly facilitate transformative change in our lowest-performing schools, we must rethink how our school staffs are structured and adopt a more distributed approach to school leadership.

TIF funds would make it possible for us to introduce significant teacher leadership positions in schools by adopting two approaches: the first would be district-led and would include creating career ladder positions in order to facilitate distributed leadership in our schools; the second would include contracting with a vendor to adopt a strategic staffing approach by recruiting and placing high-performing, experienced teachers in high-needs schools.

3. *Expand performance-based pay*

We believe that performance-based pay for teachers and principals is an effective strategy for attracting, recognizing, and retaining top-performers. We are also compelled by recent research showing that performance-based bonuses have been shown to improve student achievement outcomes[4,5] DCPS does not currently provide ratings to principals and assistant principals that link directly to compensation (either base salary increases or performance bonuses). Beginning in FY13, at the conclusion of the 2012-13 school year, DCPS will provide effectiveness ratings

---

[4] Dee, T., & Keys, B. J. (2004). Does merit pay reward good teachers? Evidence from a randomized experiment. *Journal of Policy Analysis and Management, 23,* 471–488.
[5] Figlio, D.N. & Kenny, L.W (2006) Individual teacher incentives and student performance. *Journal of Public Economics, 91,* 910-914.

to all principals and assistant principals.

The recent record of principal turnover illustrates the need for an effective performance-based pay system, working in concert with other effective retention initiatives. In a system with only 125 principals, approximately 25% of the principal force has resigned or been removed for performance reasons each of the past four years.

A TIF grant would support the expansion of our existing performance-based pay system and salary structure based on effectiveness for teachers, and allow us to introduce a new performance-based pay system and salary structure based on effectiveness for school leaders **(Competitive Preference Priority 5)**.

Federal funds would supplement the local funds that have already been committed to annual bonuses and base salary increases for teachers. Through LIFT, teachers in high poverty schools are eligible for base salary increases as they take on career ladder positions and additional responsibilities. More information regarding the costs of this program is included in subsequent sections of this application.

In short, DCPS is deeply committed to our human capital initiatives because we believe that they are the cornerstones of our strategy to provide all students with an outstanding education. We have already invested – and will continue to invest – significant resources in ensuring the continued growth and success of those initiatives. A TIF grant would enable us to dramatically expand our efforts

As outlined in the budget narrative, we have also structured this grant in a way that progressively lessens our dependence on TIF funds over time while simultaneously increasing local funding, in order to ensure that our proposed initiatives are able to successfully continue after the grant period has ended. For example, while we are requesting TIF funds that cover

100% of teacher performance bonuses in our high needs schools for FY13, we progressively decrease this percentage to 10% by FY17 (see Sustainability section for more detail).

ABSOLUTE PRIORITIES

Priority 1 – An LEA-wide human capital management system (HCMS) with educator evaluation systems at the center

(a) A Coherent and Comprehensive Human Capital Management System

(1) Aligned with each participating LEA's clearly described vision of instructional improvement

Our vision of instructional improvement is grounded in the ambitious goals and compelling theory of change that we have developed over the past year. From December 2011 through April 2012, we engaged in a district-wide strategic planning process. During this process, each department in central office identified the key initiatives, measures of success, and milestones that we believe will lead to our achievement of the five goals identified in *A Capital Commitment* – our plan to dramatically increase student achievement in the district over the next five years. Our human capital theory of action was refined during that planning process and will guide our work moving forward, and support from the Department of Education will propel us toward the goals that are at the center of *A Capital Commitment*.

Our Capital Commitment Goals for 2017: (1) At least 70% of our students will be proficient in reading and math on the DC CAS, and we will double the number of advanced students; (2) Our 40 lowest-performing schools[6] 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; and (5) We will continue to increase school enrollment.

[6] Note: These 40 lowest-performing schools were identified based on DC CAS scores from the 2010-11 school year.

Our Human Capital Theory of Action

As mentioned above, we have invested heavily in several aspects of this theory of action: rigorously evaluating performance, retaining and recognizing the best educators, and transitioning out low performers. In the coming school year, we will also significantly expand our recruitment and selection efforts. Guided by our desired outcomes, expressed in our five Capital Commitment goals, the next phase of this work is to focus on helping the good become great, and retaining the best and extending their reach.

DCPS's commitment to providing all students with a world-class education is grounded in our vision of effective schools and outstanding teaching, which is represented by our Effective Schools Framework. While each school is unique, we believe that there are several key attributes that all effective schools share: (1) effective teaching and learning, (2) outstanding leadership, (3) high-quality job-embedded professional development, (4) strategic distribution of resources according to the teaching and learning needs at the school, (5) policies, procedures, and cultural norms that promote a safe and supportive learning environment, high expectations, and mutual respect, and (6) a high degree of family and community engagement.

Teaching and learning are at the center of the Effective Schools Framework, and DCPS's definition of effective instruction is outlined in our Teaching and Learning Framework (see appendix). The framework identifies the key strategies that we believe lead to increased student achievement. It is aligned both to our IMPACT evaluation system, in that all teachers are evaluated based on their proficiency on the instructional expectations outlined in the framework, and to our professional development efforts, in that district-wide development sessions and job-embedded instructional coaching cycles focus on building teachers' capacity to meet the expectations outlined in the framework.

(a)(2)(i) Likely to increase the number of effective educators in the LEA's schools

For the past three years, teachers, school leaders, and district leaders have utilized the information gathered through the implementation of IMPACT to inform all facets of human capital management. DCPS uses IMPACT data to undergird decisions regarding recruitment, hiring/selection, distribution of highly effective teachers, retention, compensation, professional development, separation, and promotion:

Recruitment: We currently use IMPACT data to identify our most effective teacher pipelines and drive our decisions about where we should invest our recruitment resources and how we should shape our relationships with alternative certification partners Teach for America and DC Teaching Fellows. We also believe that our performance based compensation system, IMPACT*plus*, is an extremely effective tool for attracting top talent to the district and showing that we value them as professionals once they become a part of our team.

We have also used IMPACT data to provide our pipeline partners such as DCTF and TFA with data on how to shape their teacher preparation programs – for example, information regarding which pedagogical skills are most essential to the success of first year teachers. In addition, our district recruitment goals are explicitly based on the effectiveness of first and

second year teachers, as measured by IMPACT – the meaningful outcomes, rather than the inputs that most systems measure.

Furthermore, the leadership development programs and teacher leadership initiatives that we would implement with the support of a TIF grant will serve as powerful recruitment mechanisms.

School leader recruitment currently focuses on adopting strategies used by headhunters in other industries to identify high-performing leaders in other districts and recruit them to DCPS through personalized, high-touch communications. In the future, with the support of a TIF grant, DCPS will focus on developing an internal pipeline of principal candidates through professional development for teacher-leaders and through The Patterson Fellows, a residency leadership development program for aspiring principal described in more detail in subsequent sections. Candidates for the program will be selected based on their prior effectiveness as determined by the IMPACT system.

Hiring/Selection – We have designed our selection process based in large part on IMPACT and the Teaching and Learning Framework. The framework is used to evaluate the lesson videos that candidates submit, the mini-lessons they complete during the interview stage, and the live teaching audition lessons that are the last stage of the rigorous selection process. We believe that this sends powerful messages to candidates from their very first interaction with DCPS – our expectations are clear, our expectations are incredibly high, performance will be rigorously evaluated against those expectations, and success as a teacher in our district depends on an ability to meet and exceed those expectations.

The principal selection process is built around demonstrated leadership and effectiveness. Candidates are evaluated against the DCPS Principal Selection Competencies, which are aligned

to the standards outlined in the Leadership Framework (see appendix). This application process is designed to evaluate the leader's ability to exercise instructional leadership that can influence teacher practice and substantively affect student achievement, as well as their organizational and personal leadership abilities. School leader selection is highly competitive: in the 2010-2011 school year, DCPS hired approximately 7% of more than 700 applicants for its school leadership positions. In 2011-2012, the selection rate was again approximately 7%.

Equitable distribution of Highly Effective teachers and principals – We have designed incentives for our best teachers to teach in our high-poverty schools through IMPACT*plus*. As outlined in subsequent sections, the highest performing teachers in the lowest-income schools are eligible for the largest bonuses. In addition to larger bonuses for teachers in low-income schools, we have expanded our bonus structure to include a specific financial add-on for the most successful teachers in our 40 lowest-performing schools. Through LIFT, our new teacher career ladder, we are also reconfiguring our base salary structure such that salary increases are only available to teachers in high-poverty schools who reach the Advanced, Distinguished, and Expert Teacher stages of the ladder.

With support from a TIF grant, we propose to structure performance pay for principals in much the same way: our best principals in our highest-need schools will be eligible for the largest bonuses and base salary increases, and the highest amounts will be offered to principals who are successful in leading our 40 lowest-performing schools.

As referenced above, we know that compensation is an important consideration for our educators, but isn't always the sole driving force in their decisions for school selection. Teachers choose and stay in schools with strong leaders. In a national survey of 40,000 teachers 96% rated supportive school leaders as very important to retaining good teachers, more than any other

factor and in confirmation of a wide body of prior research.[7] Additionally, we know that teachers and leaders alike consider the presence of leadership teams when assessing the quality of their working conditions. By leveraging TIF to create a leadership teams in our high-need schools, we are providing additional incentive for great educators to seek the places that need them most.

Retention – IMPACT*plus* also serves as a teacher retention tool. While we do not believe that additional compensation causes our dedicated and hardworking teachers to work any harder, we do believe that recognizing and compensating teachers as true professionals makes DCPS a district where great teachers want to stay.

TNTP's (formerly The New Teacher Project) forthcoming policy report, *The Irreplaceables* (2012), finds that DCPS is retaining high performers at a much higher rate than low performers. Whereas the four other districts cited in the report retained high and low performers at very similar, if not virtually the same, rates at the end of the 2009-2010 school year (an average of 85% of high performers and 79% of low performers retained), DCPS retained 89% of its high performers and only 61% of its low performers. These data show that our human capital initiatives are successfully helping us to retain our top performers.

IMPACT data have allowed for targeted retention initiatives, including direct outreach to high performing teachers from the Chancellor and the Teacher Effectiveness Strategy team. IMPACT data also guide us in identifying teachers for part-time leadership opportunities that also support our retention efforts, such as the Chancellor's Teachers' Cabinet, our prestigious central office teacher summer fellowship, teacher ambassadors who participate in the selection of new teaching candidates, and many others.

Compensation – As mentioned below, IMPACT*plus* serves as an important recruitment and

[7] Scholastic Inc. (2010); Allensworth et al. (2009); Clotfelter et al. (2008); Grissom (2008).

retention tool, and it creates incentives for the most effective teachers to seek opportunities in our highest needs schools. And now, in aligning the base salary component of IMPACT*plus* to the stages of our LIFT career ladder, we are able to utilize our compensation system to recognize teachers' performance over time and the increased responsibilities teachers take on as they advance up the LIFT ladder.

We have also taken steps to make DCPS a place where great teaching is honored and rewarded in unprecedented ways – including an annual formal gala at the Kennedy Center for the Performing Arts at which we recognize the winners of our annual teaching awards. Each year, seven Highly Effective teachers are honored with our Excellence in Teaching Award (which comes with a $10,000 prize), and twenty Highly Effective teachers are honored with the Rubenstein Award for Highly Effective teaching (which comes with a $5,000 prize). Award winners are selected by a central office panel that reviews hundreds of nomination letters submitted by school leaders, teachers, parents, and community members.

Each year, six principals are recognized with the *Standing Ovation* award for Excellence in Leadership, which is based on IMPACT results (including both leadership and student achievement outcomes). This honor includes a monetary award. In addition, as outlined in other sections of the grant proposal, DCPS does not currently provide ratings to principals and assistant principals that link directly to compensation (either base salary increases or performance bonuses). However, beginning in FY13, at the conclusion of the 2012-13 school year, DCPS will provide effectiveness ratings to all principals and assistant principals. Progression on the principal and assistant principal salary scales will be determined by performance ratings. With the support of TIF funds, Highly Effective and Effective principals and assistant principals will receive a base salary increase (ranging from $2,000-$5,000). Highly

effective principals and assistant principals will receive performance bonuses according to the table in the Budget Narrative. The largest bonuses and base salary increase will be reserved for high-performing principals in the forty lowest-performing schools.

Professional Development – IMPACT and the Teaching and Learning Framework create a clear vision of effective instruction, and the implementation of meaningful rewards and consequences ensures that teachers are held accountable to that vision.

One key way in which teacher effectiveness data informs professional development is through the instructional coach learning cycle. During learning cycles, school-based instructional coaches work with teachers to analyze their IMPACT data, identify an area for growth according to the Teaching and Learning Framework, and then create and implement individualized coaching plans to address that area for growth. 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. See Appendix "Additional Components", Slide 3, for an illustration of the learning cycle structure.

Teachers also use the specific feedback they receive following each IMPACT observation to address areas in which they are struggling; administrators analyze trends at the school-level, as well as at the individual teacher and subject/grade levels, in order to target support and resources effectively; and central office staff plan professional development around district-wide areas of weakness.

In addition, DCPS has created a comprehensive set of tools aligned to the Teaching and Learning Framework, including resource sets for each of the framework's nine instructional standards and an extensive library of professionally produced lesson videos filmed in DCPS

classrooms, featuring our own outstanding teachers.

For principals and assistant principals (APs), professional development is aligned to their specific needs based on evidence from their evaluations on the Leadership Framework. All principals and APs participate in monthly Leadership Academies and two weeks of summer training, differentiated by school level, to support academic and leadership skill development. Beginning in the 2012-13 school year, DCPS will offer a series of workshops from both internal leaders and national experts on topics that are key levers of school turnaround and student growth, such as family and community engagement, transforming school culture, Response to Intervention, and adaptive leadership. These topics have been chosen to align with both the Leadership Framework and previous IMPACT data, which has identified them as areas of weakness. Principals and assistant principals may select these workshops on the basis of their individual needs, as measured by their self-assessments or their evaluation scores. Instructional superintendents also work to support and coach principals in their specific areas of development.

Two new initiatives proposed in this application aim to provide additional differentiated leadership development to principals and aspiring principals: assistant principals will be eligible for the Patterson Fellowship, which will prepare them for school leadership, and current principals will be eligible for an Executive Master's in Leadership program (which we will offer in collaboration with a vendor). We plan to launch both initiatives in January 2013.

Separations – DCPS has been more aggressive than any other district to date in separating teachers who do not meet the standards under our evaluation system. Teachers who earn Ineffective ratings are subject to dismissal at the end of the school year. Teachers who earn Minimally Effective ratings for two consecutive years are subject to dismissal at the end of the second year, and beginning the next year, teachers who earn Developing ratings for three years

are subject to dismissal at the end of the third year.

	Ineffective Terminations	Once Min. Eff. Notice/Salary Step Hold	Twice Min. Eff. Terminations	Total Terminations
2009-10 Teacher Terminations	65	459	N/A (as this was IMPACT's first year)	65
2010-11 Teacher Terminations	61	350	129	190

All principals in DCPS serve on one-year contracts and are reappointed at the discretion of the Chancellor on an annual basis. Reappointment decisions are based on evidence of effectiveness as demonstrated by the components of school leader IMPACT, including principals' progress toward five school goals set with the Chancellor at the start of each school year (two of the five goals must focus specifically on student achievement as measured by the DC CAS standardized test) and on the evaluations principals receive from instructional superintendents on the Leadership Framework. The framework incorporates data on student achievement, school culture, operations management, and community engagement.

Promotion – We weigh IMPACT data very heavily in considering teachers who are applying for other district positions such as assistant principal, instructional coach, or master educator. Effectiveness data is also the primary factor in considering teachers for voluntary leadership positions such as the Chancellor's Teachers' Cabinet, an advisory group consisting of 25 teachers that meets with the Chancellor monthly to provide input on key policy decisions – or the Teachers Central to Leadership Fellowship, a highly selective program that places 6-8 teachers in a central office department for five weeks over the summer, during which they lead a substantive district project and meet with members of the senior district management team. Going forward, teachers will need to reach a particular stage on the LIFT career ladder in order to be eligible for school and district leadership positions and for teacher leadership opportunities. This ensures that

promotion decisions are primarily driven by data on teacher effectiveness.

(a)(2)(ii) The weight given to educator effectiveness when human capital decisions are made.

Educator effectiveness is the dominant factor in nearly every decision we make as a district, including all decisions mentioned above in Selection Criteria A2i.

For example, teacher separation decisions are based entirely on educator effectiveness according to the expectations and consequences outlined in previous and subsequent sections of this application. Decisions about performance-based compensation are also based entirely on teacher effectiveness, with a final IMPACT rating of Effective or Highly Effective required for any additional merit pay in the form of a base salary increase or annual bonus. For the activities related to professional development and retention, educator effectiveness is of primary importance in determining everything from which priority areas should be addressed in instructional coach learning cycles or district professional development sessions – to the implementation of our *Teaching in Action* initiative, which helps teachers connect with colleagues across the district and observe outstanding practice in an effort to improve their own.

Effectiveness is weighed heavily in all principal recruitment, selection, and reappointment decisions. For example, in making principal reappointment decisions, the Chancellor and the instructional superintendents (who manage groups of 6-8 principals) consider how principals have performed on the components of school leader IMPACT, including assessments on the Leadership Framework and achievement of school-wide student achievement goals. Over the past two years, 21 principals (out of 125) were not reappointed due to their failure to meet student achievement goals and/or receive an overall rating of Effective on the Leadership Framework.

(a)(2)(iii) The feasibility of the HCMS described in the application

As described above, DCPS has completed two successful years of implementing school

leader IMPACT and three successful years of implementing teacher IMPACT and IMPACT*plus,* utilizing IMPACT data about educator effectiveness to make the human capital decisions describe in the previous section. As outlined in Absolute Priority 2, in each of IMPACT's three years of implementation, 100% of the more than 10,000 observations by administrator and master educators have been completed. An IMPACT Operations team of ten central office staff members ensures the fidelity of the system by providing training and technical assistance to teachers, administrators, and master educators; managing the online portal that houses all IMPACT data; vetting student achievement goals; coordinating data collection and managing the contract with Mathematica Policy Research, our technical partner on the value-added work; and other critical activities to ensure that the system is implemented effectively.

There are not any LEA policies that might inhibit the use of educator effectiveness as a factor in human capital decisions. Indeed, we have used educator effectiveness to drive the district's most important human capital decisions since 2009. In DC, evaluation is not subject to collective bargaining; our most recent teachers' contract provided us with the freedom to base personnel decisions primarily on effectiveness rather than seniority. Similarly, the school leader contract ensures that DCPS has the freedom to make decisions based on effectiveness.

While the components of the evaluation system did not need to be negotiated with the teachers' union, the most recent collective bargaining agreement was groundbreaking – and the result of an extended period of negotiation and collaboration between DCPS and the Washington Teachers' Union. Also of note is the fact that the IMPACT*plus* performance-based compensation system was included in the agreement.

More recently, we engaged the Washington Teachers' Union on the design of our Leadership Initiative For Teachers and will continue to collaborate productively with the union

as we grow our initiatives. Please see the letter of support from union President Nathan Saunders that accompanies this grant application. In addition, the Council of School Officers, the union for principals and assistant principals, has provided regular feedback on school leader IMPACT and is fully abreast of all plans related to the Patterson Fellowship.

(a)(2)(iv) The commitment of the LEA's leadership to implementing the described HCMS

There is a deep commitment to continuing to improve and expand our HCMS and PBCS at all levels of district leadership, beginning at the very top with Chancellor Kaya Henderson. Chancellor Henderson has devoted her entire professional career to human capital work in various capacities – first as a recruiter, national admissions director, and executive director of Teach For America in the DC region and later as a human capital consultant with TNTP. When Henderson joined Chancellor Michelle Rhee's administration as the Deputy Chancellor for Human Capital, she oversaw the district's human capital work. She served as chief negotiator for the union contract between DCPS and the Washington Teachers' Union, and led the development of the IMPACT evaluation system. Henderson's work in developing human capital at DCPS has served as a model for other school districts across the country.

Other senior leaders also actively engage in implementing and improving teacher and school leader IMPACT. For example, the district's 12 instructional superintendents, who each oversee a cluster of DCPS schools, participate directly by evaluating the principals they oversee. The superintendents also participate in performance review conversations with the Chief of Schools, the Chief of Human Capital, and the Deputy Chief for Principal Effectiveness during both the mid-year and end-of-year school leader evaluation processes.

(a)(2)(v) The adequacy of the financial and nonfinancial strategies and incentives

Ensuring that our students in low-performing schools have access to outstanding teachers is a top priority that guides our recruitment and broader human capital work. One way we are

working to attract high-quality candidates to these schools is by offering additional compensation for teachers who prove to be Highly Effective in these settings – including annual bonuses that are double the amount offered to Highly Effective teachers in low-poverty schools.

The strategic staffing initiative detailed in subsequent sections is another way in which we plan to incentivize Highly Effective teachers to work in our highest-need schools. This initiative will entail clustering groups of top-performing teachers in selected low-performing schools, providing those teacher leaders with robust coaching and offering a stipend ($6,000).

A specific focus on dramatically increasing student achievement in our 40 lowest-performing schools is also included in our five-year strategic plan, *A Capital Commitment.* One of the strategies we will implement in order to achieve this ambitious goal is investing significant recruitment and selection resources, including the expansion of the central office team from 9 to 22, in order to identify outstanding candidates for these schools. In order to accelerate new and experienced teachers' growth and development, master educators will also provide intensive support to teachers in these 40 schools, using our successful learning cycles model that was implemented by DCPS instructional coaches last year.

More broadly, we have taken steps to make DCPS a place where great teaching is honored and rewarded in unprecedented ways – including annual bonuses of up to $25,000 for the best teachers in the highest-need schools, and an annual gala at the Kennedy Center for the Performing Arts for all Highly Effective teachers. We are keeping the best teachers in our schools by making decisions based on performance, not just seniority, and we are providing new ways for teachers to take on leadership roles through our innovative teacher career ladder, LIFT. With support from a TIF grant, we would have the resources to implement even more effective initiatives for attracting, developing, and retaining strong teaches and school leaders in our

historically low-performing schools. For example, research shows that high-performing teachers are more likely to stay in their schools if they are surrounded by other high-performing colleagues. This is why the school turnaround teacher leadership initiative proposed in this application would cluster groups of high-performing teachers together to maximize their impact.

TIF funding would also help us to attract and retain outstanding principals by supporting our proposed leadership development initiatives. For example, we would engage a vendor to provide a cohort of the highest potential school leaders with the opportunity to engage in an Executive Master's in Leadership program, which would promote school leader retention by providing a rigorous leadership development experience, and by creating a cohort of principals who can share best practice and support one another personally and professionally. TIF support would also allow us to offer larger bonuses to high-performing principals and assistant principals who lead our lowest-performing schools.

Performance-based compensation system for teachers, principals, and other personnel. Operating under **Design Model 1**, DCPS's performance based compensation system:

(1) Provides additional compensation for teachers, in the form of annual bonuses for those who earn Highly Effective ratings, and in the form of base salary increases for those who reach the Advanced, Distinguished, and Expert Teacher stages of the LIFT career ladder.[8] We have applied for TIF funds to support this compensation, and have structured our request such that the percentage of the teacher PBCS funded by the grant decreases from 100% to 10% over the five years, and the percentage of local funding increases to make up the difference. TIF funds would

[8] DCPS collaborated with the Washington Teachers' Union to introduce our PBCS for teachers in 2009. For the past three years, this system has consisted of an annual bonus for Highly Effective teachers, and a base salary increase for those teachers who earn Highly Effective ratings for two consecutive years. Beginning with the 2012-13 school year, base salary increases will be aligned to the LIFT teacher career ladder.

also allow us to create a new PBCS for principals: annual bonuses for all Highly Effective principals, and base salary increases for principals who are Highly Effective in our 40 lowest-performing schools.

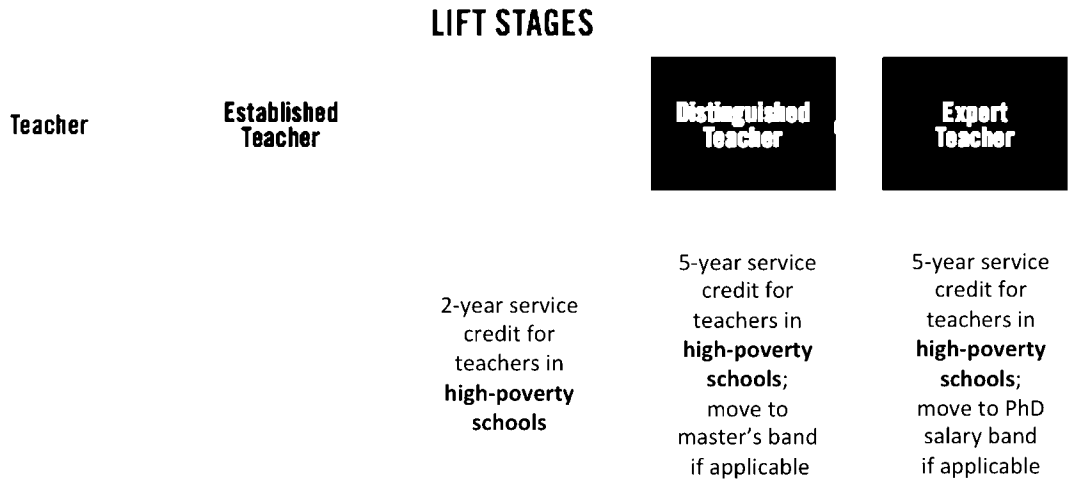
(2) Of those teachers and principals eligible for compensation under paragraph (1) above, our proposed PBCS provides additional compensation for those teachers, and at our discretion, for principals who take on additional responsibility and leadership roles. Teachers who reach the Advanced, Distinguished, and Expert Teacher stages of our LIFT career ladder will be eligible for the teacher leadership initiatives outlined in Selection Criteria C4 and will be offered a stipend if selected for these roles.

Additional Information about DCPS's PBCS

IMPACT*plus* annual bonuses for teachers:

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	$10,000	Additional $5,000	Additional $10,000	$25,000
	59% or Lower	$2,000	Additional $1,000	n/a	$3,000

IMPACT*plus* base salary increases for teachers:



IMPACT*plus* for Teachers		
	2009-10	2010-11
# of Offers	501	477
Amount Offered	$4,543,000	$4,193,500
Average Offer	$9,068	$8,791

Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness

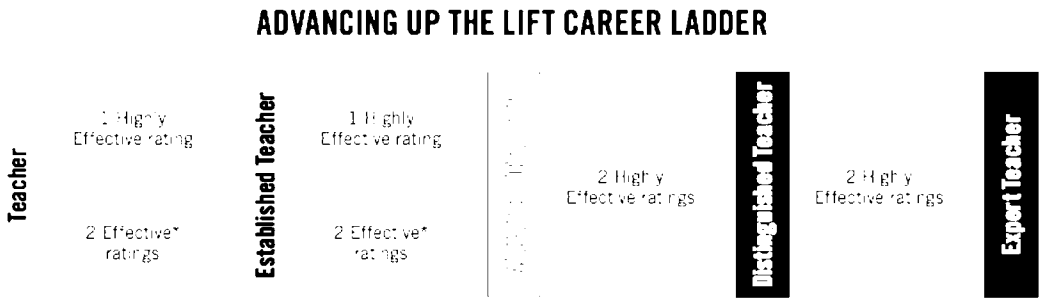
While we believe that our work on teacher evaluation is critically important – we view it as one piece of our broader human capital strategy. And after three years of implementing a rigorous evaluation system with fidelity and a comprehensive performance-based pay and teacher recognition program, we are now prepared to enter the next stage of that strategy.

This next phase – which we will formally launch with the introduction of our teacher career ladder (and salary structure), LIFT, in August 2012 – will be characterized by a focus on leadership opportunities and robust professional development to advance our educators' instructional practice and teacher-leadership skills to the next level.

The 2011-2012 school year was LIFT's design and incubation phase. More than 300 educators provided input during LIFT focus groups that were held in a diverse range of schools and neighborhoods across the city. Extensive input was also provided by instructional superintendents, a task force of school leaders, high-performing teachers from DCPS and District charter schools who are currently serving as Teach Plus Policy fellows, and senior members of the central office management team. Numerous external sources were also consulted during the design process including Susan Moore Johnson's research on teacher retention; the teacher leadership initiatives at highly successful charter networks such as Achievement First, Aspire Public Schools, and Yes Prep; and leading policy organizations such as Teach Plus and TNTP.

The product of this extensive design process is the DCPS Leadership Initiative For

Teachers (LIFT), a five-stage career ladder that will provide high-performing teachers with opportunities for advancement *inside and outside the classroom*, as well as greater autonomy and increased recognition and compensation.



Teachers' advancement up the LIFT ladder is driven by their annual IMPACT ratings. As teachers advance up the LIFT ladder, they will become eligible for an increasing number of opportunities and benefits, including: (1) reduced IMPACT observations, (2) additional compensation, and (3) a variety of leadership positions.

We've structured LIFT in a way that provides a path both for educators who want to stay in the classroom and for those who want to move into school leadership, and we plan to contract with vendors who can provide leadership development along both of these paths. In other words, TIF funds will support our efforts to develop effective teachers and leaders who remain in the classroom, as well as to prepare teachers for school leadership.

LIFT's goals are to:

- **Retain Top Performers**: As teachers advance up the LIFT ladder, they will become eligible for additional career and leadership opportunities that will not require them to stop teaching. In this way, LIFT allows teachers to plan a long and rewarding career in DCPS, filled with new challenges and opportunities for growth.

- **Reward Experience**: LIFT highlights the achievements of successful teachers who have demonstrated a long-term commitment to DCPS. For example, the highest stage of the LIFT ladder is reserved for teachers who have dedicated a minimum of six years to the district.
- **Broaden Recognition**: LIFT honors and rewards not only Highly Effective teachers, but also those who have earned Effective ratings. For the first time, these educators will be recognized for their performance, becoming eligible for additional compensation and reduced IMPACT observations.
- **Increase Career Stability:** In most cases, a teacher will spend a couple of years or more at the same LIFT stage. In addition, once teachers reach a particular stage, they will not revert to a previous one – they will only advance farther. These aspects of LIFT bring an important level of stability to a teacher's career in DCPS.

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.

Additionally, as part of TIF, we will develop and implement a salary structure for principals and assistant principals based on effectiveness. Only administrators with demonstrated effectiveness will be eligible to participate in this new salary structure, which adds $20,000 to each step of the current principal salary schooled and $10,000 to each step of the current assistant principal salary schedule. Comparable to the teacher salary structure, only administrators serving in high-need schools will be eligible for the salary increases when demonstrating effectiveness. Principals will also be eligible for bonuses based on performance.

By expanding an effectiveness based salary structure to principals, we anticipate the same benefits for principals that LIFT provides for teachers—rewarding success, broadening impact,

and increasing career stability.

Absolute Priority 2 – LEA-wide educator evaluation system based, in significant part, on student growth

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems.

DCPS is unique among traditional public school systems in that we have a track record of success in effectively executing a rigorous, multi-measure, high-stakes evaluation system for the district's nearly 7,000 teachers, school leaders, and other school-based staff members. Our evaluation system, called IMPACT, was first introduced in 2009 and was designed to help staff become more effective by:

- Clarifying Expectations – IMPACT outlines clear performance expectations that are tailored to staff members' specific job responsibilities.
- Providing Feedback and Support – Quality feedback is a key element to the improvement process, which is why IMPACT provides staff members with opportunities to engage in conversations with their managers about strengths and areas for growth. IMPACT also helps DCPS make strategic decisions about how to allocate our resources to provide staff members with high-quality, differentiated support.
- Retaining Great People – Having highly effective staff members in our schools helps everyone improve. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT ratings for teachers are based on measures of the following:

1. **Student Achievement** – We believe that a teacher's most important responsibility is to ensure that her or his students learn and grow. This is why we hold educators accountable for the growth their students make on our state assessment, the DC CAS, or on other assessments

if they don't teach a DC CAS tested grade or subject. IMPACT includes two student growth measures:

- *Individual Value-Added System (IVA).* This is a measure of student learning over the course of the school year, as evidenced by the DC CAS. Using value-adding statistical modeling, the IVA metric estimates a particular teacher's impact on student learning as opposed to the impact of other factors, such as students' prior skill levels and other background information. In DCPS, these data are available for reading and math teachers in grades four through eight.
- *Teacher-Assessed Student Achievement Data (TAS).* This is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. Assessments must be rigorous, aligned to the DCPS content standards, and approved by the school administration.

2. **Instructional Expertise** – This is assessed through five formal observations each year – three by teachers' administrators and two by independent, expert practitioners in a particular content area, called master educators. Feedback and guidance for growth are provided in five post-observation conferences.
3. **Collaboration** – Education is very much a team effort, which is why IMPACT also measures the extent to which educators work together on behalf of students.
4. **Professionalism** – Teachers are also held accountable for key professional requirements, including following all school policies and procedures, and interacting with colleagues, students, families, and community members in a respectful manner.

School leaders are evaluated annually through the School Leader IMPACT system. Principals are evaluated by an instructional superintendent, and assistant principals are evaluated by their principal. There are two primary components to the school leader IMPACT evaluation

process: (1) goal setting, with a primary emphasis on student achievement outcomes, and (2) the Leadership Framework, which measures effectiveness according to prioritized school leadership competencies in six key areas: Instruction, Talent, Family & Community, School Culture, and Personal Leadership. Each school year, principals collaborate with their leadership teams and the Chancellor to set five school goals. Two of these must be linked to the DC CAS standardized test, one in math and one in reading. The other goals may address a student subgroup or other measurable factors, such as suspension or attendance rates.

IMPACT ratings for other school-based staff are based on criteria specific to their jobs. For example, instructional coaches are evaluated based on how well they support teachers, while custodians are evaluated based on building maintenance and safety.

(b)(1) Each participating LEA has finalized a high-quality evaluation rubric

The Teaching and Learning Framework is the rubric that is used to evaluate teacher practice across nine teaching standards and according to four levels of performance: Highly Effective, Effective, Minimally Effective, and Ineffective. The rubric, which was fully implemented at the start of the 2009-2010 school year, was developed with extensive input from teachers, school leaders, coaches, and other school-based and central office leaders and staff.

The DCPS Teaching and Learning Framework has received substantial national attention. Other states and districts, including Houston Independent School District, Memphis City Schools, the Indiana Department of Education, Baltimore City Schools, and Chicago Public Schools have developed rubrics inspired by the DCPS rubric. The New York State Education Department has also approved the TLF rubric for use by New York LEAs.

Memphis City Schools conducted a field test with three observation rubrics during the 2010-2011 school year. The rubrics tested included the DCPS Teaching and Learning Framework, a modified version of the Tennessee Framework for Evaluation, and the TAP rubric

developed by the National Institute for Excellence in Teaching. Field test participants, including evaluators and teachers, indicated a preference for the IMPACT rubric. In addition, of all three field-tested rubrics, the rates of inter-rater reliability were highest for the IMPACT rubric.

School leader evaluations are based, in part, on a rubric associated with the Leadership Framework. Each of the six standards has 3 - 4 components that guide the instructional superintendent's ratings, as well as suggested indicators and artifacts to serve as supporting evidence. For example, the Instruction standard evaluates whether the school leader develops the school's instructional vision and goals, ensures effective short- and long-term planning, ensures effective classroom instruction, and establishes a data-driven culture of continuous improvement. Supporting evidence could also include student reading growth data, examples of short- and long-term plans, teacher observation records, and Paced Interim Assessment data.

(b)(2)(i) A clear rationale to support level of student growth

For the first three years of the IMPACT system, individual value-added data (based on performance on the DC CAS) has comprised 50% of the final evaluation scores for reading and math teachers in grades four through eight.

The decision to weight individual value-added at 50% for these teachers of grades/subjects in which we have access to students' before and after DC CAS data was based on our commitment to using the best data available in evaluating each group of teachers. We believe that a teacher's most important responsibility is to ensure that her or his students learn and grow, and that student achievement scores are the best way of measuring how much a teacher's students have learned over the course of the year. Therefore, we place great weight on that data when we have it. This data is the best way of giving a teacher credit for everything that she has done to help her students learn over the course of the year, while still taking into account some of the most influential factors outside a teacher's control such as a student's poverty status, English

language proficiency status, and eligibility for special education services.

Teachers for whom we are not able to calculate individual value-added scores still have student growth as a part of their IMPACT rating through our teacher-assessed measure. For this measure, teachers and principals work together at the beginning of the year to set ambitious student achievement goals and rigorous assessments, track student progress over time, and review student assessments and other pieces of work at the end of the year in order to identify a score from 1-4 on a student growth rubric. For the first three years of IMPACT, this component was weighted at 10% of a teacher's final score; next year, the weight has been increased to 15% to reflect the improvements we have made to the measure's consistency and rigor.

Of the five goals that school leaders must set each year, two goals must be explicitly related to student growth, and two must be related to proficiency level attainment.

(b)(2)(ii) Evidence supporting the LEA's choice of student growth models, rigor, comparability

DCPS has contracted with Mathematica Policy Research, a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and calculate value-added scores for teachers based on specifications determined by the D.C. Office of the State Superintendent of Education (OSSE). Mathematica's clients have included the U.S. Department of Education and many other federal, state, and local agencies. In addition, a formal Technical Advisory Board of independent value-added experts reviews the value-added methodology annually. Board members include Eric Hanushek, Jonah Rockoff, and Tim Sass.

We have found a moderate to strong correlation between value-added scores and scores from our classroom observations. This correlation is comparable to what other systems have found and suggests that both value-added and our classroom observations are identifying our strongest and our weakest teachers.

To ensure the integrity and comparability of our teacher-assessed student achievement

measure, the IMPACT Operations team reviews all achievement goals centrally. Members of the team then work closely with teachers and principals to refine the goals and ensure that it will be possible at the end of the school year to collect the requisite data to assess whether the goals have been met.

(b)(3) High-quality plan for multiple teacher and principal observations

Since IMPACT's inception in 2009, all teachers have received five evaluations according to the nine teaching standards outlined in the Teaching and Learning Framework. Three observations are conducted by a school leader and two by a master educator (third-party content expert). In order to be hired as a master educator, candidates must demonstrate expertise in seven competencies: instructional expertise, critical thinking skills, flexibility, organizational capacity, initiative and goals orientation, and sensitivity to self and others. Competencies are assessed through a 5-stage selection process compromised of an online application, instructional phone screen, sample written report, in-person content interview, and final interview with IMPACT leadership. Over the past years, DCPS has received record numbers of applications for limited master educator positions. During the 2011-2012 selection season, over 1,200 applications were received for 15 positions. Traditionally, less than 2% of applicants are hired for master educator positions each year. In order to be eligible for the master educator position, candidates must have at least five years of experience in a high-poverty, urban school and a record of success in raising student achievement in that context.

Principals receive training during summer professional development sessions with follow-up support throughout the year. Master educators participate in an intensive six week training that consists of video observations, norming sessions during which colleagues view and rate a lesson together, and live informal observations. A key measure of success that speaks to the effectiveness and consistency of our evaluator training is the correlation between principal

and master educator observation scores: 0.57.

DCPS also has a team of seven central office staff members devoted entirely to creating training modules for school leaders and master educators. Hundreds of hours of lesson observations have been captured on video to facilitate in-person training sessions, and an online portal is currently in development that will provide self-guided opportunities for evaluators to participate in training modules and rating assessments. We are confident that this platform will result in even great inter-rater reliability over the course of the next year.

As mentioned in our response to selection criteria (b), school leaders are evaluated on the Leadership Framework: principals are evaluated twice each year by instructional superintendents, and assistant principals are evaluated twice each year by principals. Evaluators are required to observe school leaders regularly in order to collect evidence to support Leadership Framework ratings. They also participate in performance review conversations as part of the mid-year and end-of-year evaluation process to ensure consistency between ratings and to address system-wide successes and concerns.

(b)(4) Experience measuring student growth; implemented components of the evaluation system

As mentioned above, we have worked with Mathematica Policy Research for three years in order to calculate student growth at the classroom level. The IMPACT Operations team at central office manages the roster confirmation process in order to create the right teacher-student links for the purpose of determining accurate final scores.

DCPS has successfully implemented all components of the IMPACT evaluation system, including student growth, and has calculated final scores with consequences district-wide for three full years for teachers; we have done so for two full years for school leaders.

(b)(5) Teacher evaluation (i) bases rating for teachers, in significant part, on student growth

As mentioned above, for the last three years, student growth has counted for 55% (50% =

individual value added and 5% = school value-added) of fourth through eight grade reading and math teachers. The remaining teachers in the district have had 15% of their final IMPACT score based on student achievement: 10% based on teacher-assessed student achievement measures and 5% based on the school-wide value-added measure.

Beginning in the 2012-13 school year, teachers with individual value-added student achievement data will still have student growth comprising 50% of their final IMPACT score – 35% from individual value-added and 15% from the teacher-assessed measure. Other teachers will also have 15% of their final score based on the teacher-assessed measure of student achievement.

For the first three years of IMPACT implementation, all staff members received a final score between 100 and 400, which corresponds to one of four final ratings: Highly Effective, Effective, Minimally Effective, or Ineffective.

Highly Effective (Final score between 350 and 400): This rating signifies outstanding performance. Under the current Washington Teachers' Union (WTU) contract, WTU members who earn this rating are eligible for additional compensation. These outstanding staff members are also recognized in a variety of other ways.

Effective (Final score between 250 and 349): This rating signifies solid performance. Individuals who receive this rating advance normally on their pay scales.

Minimally Effective (Final score between 175 and 249): This rating signifies performance that is below expectations. Individuals who receive this rating are given an additional year to take advantage of the professional development opportunities provided by DCPS. Those who do not improve after two years are subject to separation.

Ineffective (Final score between 100 and 174): This rating signifies unacceptable performance.

Individuals who receive this rating are subject to separation.

Beginning in the 2012-13 school year, we will be making two changes to performance ratings in order to raise expectations: (1) increasing the minimum score required for a Minimally Effective rating from 175 to 200 and (2) introducing a fifth rating for educators with final scores between 250 and 299. This new rating, **Developing**, indicates performance that is below expectations, and educators who earn **three years of Developing ratings will be subject to separation from the school system**.

With the introduction of the LIFT teacher career ladder in August 2012, only those teachers who earn Effective (final score of 300 or above) and Highly Effective ratings will be eligible to advance up the ladder.

(b)(5)(ii) Evaluates the practice of teachers, meeting the needs of special student populations

All general education teachers are held accountable for the extent to which they meet the needs of all students, including special education students and English language learners. These expectations are embedded in the standards of the Teaching and Learning Framework. For example, *Teach 3: Engage Students at All Levels in Accessible and Challenging Work* requires effective teachers to successfully make lessons accessible and challenging to all students by knowing each student's level and ensuring that the lesson meets students where they are and also pushes them forward to the next level. *Teach 4: Provide Students Multiple Ways to Move Toward Mastery* requires teachers to allow students to engage with content in multiple ways that target learning styles and modalities that are matched to students' needs.

Apart from the expectations in the Teaching and Learning Framework, teachers are explicitly held accountable for supporting special education and English language learner students through IMPACT's Commitment to the School Community (CSC) component. CSC Standard 2: *Support of the Special Education and English Language Learner Programs* assesses

the extent to which educators effectively support the school's special education and English language learner programs, Student Support Team, and students with 504 plans. CSC Standard 3: *High Expectations* assesses the extent to which educators consistently promote high academic and behavioral expectations for all students. Principals assess all teachers and school-based staff on the CSC component twice each year.

IMPACT also includes several specific metrics for special education teachers, special education coordinators, and related service providers:

IEP Timeliness (for special education teachers and coordinators): This is a measure of the extent to which teachers and coordinators renew the IEPs for the students on their caseload or in their school in a timely manner. This component makes up 10% of special education teachers' final IMPACT scores and 25% of coordinators' final IMPACT scores.

Eligibility Timeliness (for special education teachers and coordinators): This is a measure of the extent to which the special education eligibility process is completed in a timely manner. This component makes up 10% of special education teachers' final IMPACT scores and 25% of coordinators' final IMPACT scores.

Assessment Timeliness (for related service providers): This is a measure of the extent to which related service providers complete required assessments in a timely manner. This component makes up 10% of related service providers final IMPACT scores.

(6) Principal evaluation (i) Bases the overall rating on, in significant part, student growth

Each school year, principals collaborate with their leadership teams and the Chancellor to set five school goals. These goals take into account past school performance as well as the school's and district's strategic objectives. Two of these goals must be linked to proficiency levels on the DC CAS, one in math and one in reading. The other goals may address a student

subgroup or other measurable factors, such as suspension or attendance rates. These goals make up a significant part of the school leaders' holistic evaluations.

(6)(ii)(A) Evaluates a principal's practice in Focusing everyone on student growth

Several aspects of the Leadership Framework focus on principals' ability to focus teachers and the community on student growth. For example, the Instruction standard of the framework assesses the extent to which principals develop the school's instructional vision and goals. Instructional superintendents rate principals on each of these components on the basis of their formal and informal observations, as well as supporting quantitative and qualitative data, which may include such documents as Paced Interim Assessment results, DIBELS reading score growth, the Comprehensive School Plan, community surveys, and parent conference attendance.

(6)(ii)(B) Establishing a collaborative school culture focused on continuous improvement; and

The Leadership Framework also assesses the extent to which principals establish a school culture focused on collaboration and continuous improvement. Expectations outlined in the framework include the establishment of a data-driven culture and school leaders' engagement in continuous self-improvement.

(6)(ii)(C) Supporting the academic needs of special student populations

The Leadership Framework explicitly assesses school leaders' support for special student populations. For example, the School Culture standard measures whether the leader ensures students receive the interventions they need to achieve success, such as through a school-wide Response to Intervention process. The Talent standard also calls on the school leader to identify and strategically place outstanding talent in the most high-impact positions and provide them with differentiated support.

(c) Professional Development Systems (1) Use the disaggregated information

All IMPACT data are housed in an online database where administrators, instructional

superintendents, and other district leaders can view data at the individual school, cluster, and district levels. Administrators analyze trends at the school-level, as well as at the individual teacher and subject/grade levels, in order to target support and resources effectively.

Central office staff members also use IMPACT data to plan professional development that targets district-wide areas of weakness. For example, the results from our first cycle of IMPACT observations during the 2010-2011 school year indicated that delivering rigorous instruction (Teaches 3 and 7 on the Teaching and Learning Framework) was a key area in which our teachers were struggling. As a result, this became one of our major points of focus in district-wide professional development efforts for both teachers and administrators.

In addition, school leaders and coaches identify teachers for learning cycles based on IMPACT observation data. Coaches then work with teachers to develop individualized coaching plans based on an area for growth on the TLF, and engage with teachers in a six-week cycle of support (outlined in previous sections) to improve teacher practice.

The LIFT career ladder also enables us to identify teachers' development needs. Once teachers reach the Advanced, Distinguished, and Expert Teacher LIFT stages, they become eligible for a variety of differentiated leadership positions – the leadership development initiatives outlined in this application would allow us to provide ongoing, job-embedded support in order to maximize their impact in these new roles.

As a built-in part of the school leader IMPACT process, school leaders meet with their supervisors at the beginning of the school year to reflect on the previous year's strengths and weaknesses and develop a plan for professional development. Leadership Academies are held monthly throughout the school year and for two weeks in the summer to provide system-wide professional development.

The Leadership Framework and the corresponding evaluation results have enabled greater targeting of PD to specific school leader needs. During the 2011-12 school year, assistant principals were targeted for instructional leadership development, based on feedback that their operational expertise was not preparing them adequately for the principalship. A series of workshops, developed in partnership with New Leaders for New Schools, focused on improving their data analysis abilities. The participants showed a measurable improvement in the corresponding Leadership Framework (LF) standard, compared with non-participants, over the course of the program. This need will be further addressed through the launch of the Patterson Fellowship, described above, in January 2013. Beginning in the 2012-13 school year, school leaders will also have the opportunity to participate in a series of workshops on the LF standards. ***(Workshop descriptions are included in the appendix.)***

In addition and as mentioned previously, we plan to engage a university partner to provide a cohort of high-performing principals with the opportunity to participate in an Executive Master's in Leadership program, subsidized by both local funding and a TIF grant.

(c)(2) Provide professional development in a timely way (2 points);

The primary mechanism for providing timely professional development to teachers is the instructional learning cycle. As mentioned previously, school-based instructional coaches work with teachers to address areas for growth according to the Teaching and Learning Framework. In addition, our extensive library of professionally produced lesson videos and comprehensive resource sets for each TLF standard provide teachers with on-demand support.

IMPACT itself is also a key method of supporting teachers. Through IMPACT, every teacher receives an unprecedented amount of feedback on their practice – feedback from a variety of observers, some of whom are familiar with their students, others of whom are content

area experts, all of it personalized and delivered in one-on-one conferences. There's no other district in the country in which teachers throughout the system receive that level of individualized feedback on their performance.

Professional development is provided to school leaders on a regular and ongoing basis. Leadership academies are held monthly during the school year and for two weeks during the summer to bring principals, assistant principals, and their leadership teams up to date on curriculum developments, provide an opportunity to collaborate with peers, and develop their instructional and personal leadership skills. In addition, instructional superintendents visit the schools in their clusters several times each month to conduct formal and informal observations and provide feedback and guidance to school leaders on an ongoing basis.

(c)(3) Provide school-based, job-embedded opportunities for educators

As mentioned previously, teachers receive job-embedded professional development through the instructional coach learning cycle. This one-on-one support from an instructional expert which includes modeling, co-planning, co-teaching, co-observing, and debriefing, is especially effective in helping teachers incorporate new strategies into their practice.

School leaders play a crucial role in providing school-based, job-embedded professional development. When they gather at Leadership Academies, much of their time is spent discussing how best to transfer knowledge to their teachers and support them in implementing new strategies. For example, principals and instructional coaches are trained in literacy strategies for use in a secondary classroom, then practice introducing those strategies to their teachers.

DCPS also provides substantial job-embedded professional development for its school leaders. Instructional superintendents are the primary providers of support and feedback for the principals in their cluster. Several years ago, the number of instructional superintendents was

increased from six to twelve, with the recognition that in-depth support requires smaller groups of principals. These smaller clusters have developed into strong professional learning communities, led by the superintendents, but incorporating knowledge and collaboration from the principals as well. Superintendents do regular walk-throughs in school buildings to give formal and informal feedback. They also collaborate between clusters to conduct "instructional rounds," in which groups of school leaders visit schools in other clusters to share practices, feedback, and ideas.

Instructional superintendents also have the ability and budget to provide targeted development to their principals based on their specific needs. For example, one superintendent noticed that her principals needed help developing their skills as coaches, so she engaged a coaching consultant to work directly with her principals on these skills. In addition, the School Leaders Network (SLN) has provided targeted support to a group of twelve principals over the last two years. Led by an instructional superintendent, who received a stipend for this additional responsibility, the SLN group provided an opportunity for collective mentoring between principals of different experience levels and helped foster a deep professional community.

(c)(4) Provide professional development that is likely to improve practices

After three years of conducting rigorous performance evaluations of our educators, DCPS has learned an important lesson—as we smartly invest in the instructional practice of our teachers, we can also provide increased support in developing leadership skills at the classroom level. By using TIF to expand our professional development focus to include progressive leadership responsibility we build the capacity of our teachers to influence change both *inside and outside of the classroom*.

Additionally, we have learned that school leaders can't do the hard work of turning around schools alone. Concentrating talented groups of leadership teams in conjunction with a highly

effective principal dramatically increases educators' ability to improve student outcomes. Moreover, strategic staffing initiatives that cluster highly functional teams with an effective principal act as compelling recruitment incentives for talented leaders. TIF allows us the chance to cluster these groups of powerful leadership teams in our 40 lowest performing schools.

Instructional Support: Teachers

What we already offer: As mentioned in previous sections, expanding the instructional support we provide to teachers has been a key district priority over the course of the past year. We have implemented individual learning cycles, facilitated by instructional coaches and aligned to the Teaching and Learning Framework. We have developed an extensive library of professionally produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers. The library provides teachers with access to exemplary lesson videos across all grade levels, across all nine instructional standards of the Teaching and Learning Framework, and in a diverse range of content areas and school types. We have also created nine comprehensive resource sets, one for each standard of the Teaching and Learning Framework, to facilitate teachers' deep understanding of the specific strategies that lead to student achievement.

How we will continue and expand instructional support: Given that LIFT is designed to provide opportunities for teachers to take on leadership positions while remaining in the classroom, we will seek vendor(s) who specialize in helping teachers develop the skills they need to facilitate other teachers' growth. This will achieve the dual objectives of developing the teacher-leadership skills of the teachers who are participating in the training, as well as providing additional support to less experienced or less effective teachers who are benefiting from the coaching and mentoring they receive from their teacher-leader colleagues.

In addition, we are preparing to launch a state of the art online platform where teachers

can collaborate in a virtual planning community, access high-quality unit and lesson plans, and eventually, access both their own performance data and their student achievement data. Finally, an expert cadre of our highest-performing master educators will implement an intensive program of support in our 40 lowest-performing schools.

Leadership Support: Teachers

What we already offer: Leadership development for teachers is an area of need that we plan to address with support from a TIF grant. Though we currently have a variety of leadership positions that are available to teachers, we do not currently offer robust support for aspiring teacher-leaders.

How we will continue and expand teacher leadership support with support from TIF: Teacher leadership is a key area in which a TIF grant would allow us to significantly expand our human capital work. Additional financial resources would support us in pursuing three strategies:

1. Engage 2-4 vendors to provide outstanding instructional and leadership development in order to ensure that our teachers are effective in the leadership roles they pursue.

Since true teacher-leaders must be masters of their craft, we will seek vendors whose curricula both deepens and broadens teachers' instructional and content expertise, while also allowing teachers to develop the unique set of leadership skills that are required of effective teacher-leaders in historically low-performing schools. The leadership competencies we would prioritize include: effective performance management of adults, school-wide culture building, galvanizing a school community around ambitious goals, and establishing school conditions that support teachers and facilitate student success. By selecting and developing Highly Effective teacher-leaders within high-need schools, we will simultaneously drive student achievement gains at the school level, and redefine career trajectories that will allow us to retain our top

teachers and ensure a steady pipeline of outstanding teacher-leaders and school leaders.

In addition to vendors who specialize in developing teachers' instructional and teacher-leadership skills, we will also seek vendors who specialize in creating a robust school leader pipeline. Specifically, we will seek vendors with expertise in professional development related to adult leadership (e.g., relationship-building, adult facilitation, investing and motivating a team), instructional leadership (e.g., analysing data, observing and coaching teachers to improve their practice), and self-reflection/continuous improvement.

We believe that these partnerships will present DCPS with opportunities to increase the number of effective educators in our schools, especially in high-need schools; provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices; and provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators. Teachers will be identified for these opportunities based on their stage in the LIFT teacher career ladder, and based on the leadership positions they pursue.

2. Cluster teacher leaders in high-need schools both through the creation of leadership roles in schools and a partnership with a vendor who specializes in strategic staffing initiatives

We plan to create additional career ladder roles in schools such that teacher-leaders have a reduced class load and greater school leadership responsibilities. For example, teachers might serve as content-specific team leaders, responsible for managing and coaching teams of 6-8 other teachers. Other teacher leaders might serve in Chief Academic Officer or Chief Operating Officer roles – positions in which teacher leaders would still report to the principal, but manage a key school function.

These career ladder positions would achieve multiple goals: reducing the administrative and

instructional burden on principals, distributing teacher coaching and support amongst a larger group of leaders to allow for more regular and individualized professional development, and developing the leadership skills of outstanding teachers who may otherwise eventually seek career opportunities outside of the classroom.

For a subset of our struggling schools, our new approach to organizational structures in schools will consist of a strategic staffing initiative. Teams of high-performing, experienced teachers with a track record of success in DCPS or another high-poverty urban school system will be placed in our lowest-performing schools and provided with intensive training in school turnaround strategies, as well as ongoing coaching and support. As mentioned in Absolute Priority 1 and narrative, our proposal allocates additional funding ($6,000 per teacher) for stipends for teachers who are selected to participate in this strategic staffing initiative.

We will seek a vendor who has the capacity to provide high-quality pre-service training to the turnaround cohort on topics such: turnaround models from other districts and states, data analysis training, data review and planning, and working with the principals to implement elements of the school's strategic plan. We will also seek a vendor who has the capacity to provide extensive ongoing coaching and support during the school year.

Instructional Support: School Leaders

What we already offer: Historically, Leadership Academies for school leaders focused on logistical and operational support. However, with the introduction of the Teaching and Learning Framework and the implementation of the Common Core State Standards, the focus has shifted to instructional support. During the introduction of IMPACT in 2008-09, the Summer Leadership Academy focused on norming principals and assistant principals around the new expectations for teaching and learning so that they could recognize strengths and weaknesses and evaluate

teachers consistently across the district.

How we will continue and expand instructional support: Increasingly, Leadership Academies will focus on deepening school leaders' instructional knowledge, particularly of the new Common Core State Standards. For instance, at a recent session, school leaders grappled with a complex scientific text in a session on secondary literacy, building their own understanding of the relevant standards, then left with the materials they would need to convey this new understanding to their teachers in their schools.

Leadership Support: School Leaders

What we already offer: For principals and assistant principals (APs), professional development is increasingly aligned to their specific needs based on evidence from the Leadership Framework. All principals and APs participate in monthly Leadership Academies and two weeks of summer training, differentiated by school level, to support academic and leadership skill development.

How we will continue and expand leadership support for principals with support from TIF: Several proposed funding priorities in this application would allow us to provide effective and differentiated professional development for school leaders. For example, beginning in January 2013, Effective and Highly Effective principals will have the opportunity to advance their leadership to the next level by participating in an Executive Master's in Leadership program. We plan to pursue a partnership with a university business school to provide this opportunity, which will be adapted to a school leader context and delivered in a series of retreats and evening/weekend courses to allow school leaders to continue serving in their current capacity. The program must also provide principals with an exceptionally strong foundation in leadership theory and practice, as well as practical skills such as building a power base in an

organization and having constructive conversations with low-performing staff.

Assistant principals will have access to another level of professional development through the Patterson Fellowship, also beginning in July 2013. The Patterson Fellowship will carefully select high-performing assistant principals or other instructional leaders for an 18-month cohort training experience, including a one-year principal residency that will prepare them to be successful principals in DCPS. Candidates for the program will be selected based on their prior effectiveness as determined by the IMPACT system (e.g., the Teaching and Learning Framework for teachers or the Leadership Framework for school leaders).

(d) Involvement of Educators (1) Evidence of educator involvement

Teachers and school leaders have been deeply engaged in the design of the IMPACT evaluation system and IMPACTplus performance-based compensation system: During the 2008-2009 school year, while the IMPACT system was being designed, feedback sessions were attended by over 200 educators; during the 2009-2010 school year, more than 100 feedback sessions were attended by over 1,000 educators; during the 2010-2011 school year, 30 feedback sessions were attended by over 200 educators; during the 2011-2012 school year, 325 teachers attended feedback sessions and 525 teachers, staff members, and school leaders submitted responses to a survey.

After the first year of IMPACT implementation, the teacher observation rubric was revised substantially based on extensive input from educators and evaluators. We also introduced more specific non-teaching rubrics and clarified expectations for measuring student achievement in non-DC CAS grades and subjects.

For the 2011-12 school year, we made relatively few changes to IMPACT – both because the major aspects of the system were working well, and because we thought that a degree of stability was important for both educators and evaluators. However, we are committed to

continually improving the system so did make several meaningful revisions, including the introduction of a teacher observation rubric tailored to early childhood teachers in order to provide clearer expectations and guidance regarding developmentally appropriate best practices for preschool and pre-kindergarten students. We also substantially revised the evaluation rubric for instructional coaches in order to align with the new learning cycles model.

For the 2012-13 school year, we will introduce a suite of IMPACT changes that are designed to increase recognition and decrease stress for top performers, while continuing to make the system more rigorous. These changes include differentiating the number of observations based on teacher performance; including an informal (non-evaluative) observation, diversifying the student growth measures for our teachers who receive individual value-added data (i.e., instead of 50% of the final evaluation coming from individual value-added data (IVA), 35% will come from IVA and 15% will come from teacher-assessed measures of student growth); dropping outlier scores (i.e., if a teacher earns one observation score that is at least one full point lower than the average of her other observation scores, that low score will be dropped).

We also invested significant staff capacity in completing another round of revisions to the Teaching and Learning Framework in preparation for the 2012-2013 school year. Our revision process involved gathering feedback from a wide array of teachers, administrators, instructional coaches, and master educators. During an field test, the revisions were used to assess nearly 100 lessons in DCPS classrooms across all grade levels and content areas.

As DCPS works to improve the school leader IMPACT system, educator input is being solicited on an ongoing basis. For the revisions to School Leader IMPACT that will take effect in 2012-13, DCPS conducted a survey and focus groups with school leaders, as well as teachers and instructional superintendents. The Principal Effectiveness team also met monthly with our twelve

instructional superintendents to discuss both the content and the process of school leader evaluations. Based on this feedback, the Principal Effectiveness team worked to improve transparency of ratings and reappointment decisions, simplify the Leadership Framework, and increase the alignment of the goal-setting process with other planning procedures.

(d)(2) Evidence that educators support the PBCS and evaluation system

The Washington Teachers' Union is the exclusive representative of DCPS teachers, and we are extremely pleased that Union President Nathan Saunders has expressed his enthusiastic support for the initiatives included in our TIF application. Please see the attached documents for a copy of Mr. Saunders' letter.

Over the past three years, we have conducted regular focus groups and administrated regular surveys on key aspects of the HCMS and PBCS. We have coded and tracked educator attitudes, analyzed trends, and continually incorporated educator feedback in decision-making processes. Evidence that educators support the elements of our existing HCMS and PBCS include the fact that we have seen a steady increase in the number of positive responses regarding both systems.

We have also engaged teachers extensively in the design of the LIFT career ladder over the past year. We continually consulted teachers on key aspects of the system and received overwhelmingly positive feedback at each stage of the process. Over a four-month period during the 2011-12 school year, over 200 teachers, principals, and central office staff members engaged in focus groups and feedback sessions to provide their input on teacher retention and the development of the teacher career ladder. Feedback from teachers was critical in determining key components of the system.

(e) Project Management (1) Identifies/defines the roles and responsibilities of key personnel

Kaya Henderson, Chancellor: During her time as Deputy Chancellor, prior to serving as

Chancellor, Kaya oversaw the district's human resources and human capital work. In this position, she served as chief negotiator for the groundbreaking 2010 contract between DCPS and the Washington Teachers' Union, and led the development of IMPACT; **Jason Kamras, Chief of Human Capital**: Jason leads the district's efforts to ensure that its teachers, school leaders, and central office staff members are the most effective in the nation. This includes overseeing all educator recruitment and selection, evaluation, performance-based compensation, retention, and recognition initiatives; **Carey Wright, Chief Academic Officer:** Carey oversees the offices of Curriculum and Instruction, Early Childhood Education, Secondary School Transformation, Bilingual Education, Out of School Time, Athletics, Educational Technology, Youth Engagement, and Library Media Services; **Lisa Ruda, Chief of Staff:** Lisa oversees school operations, general counsel and interagency relations; **Peter Weber, Chief of Strategy:** Peter leads the central office department that is responsible for DCPS's strategic planning, resource allocation, federal grant management, and intergovernmental affairs; **John Davis, Chief of Schools:** John manages the district's 12 instructional superintendents, who in turn each manage clusters of approximately 6-8 principals; **Michelle Hudacsko, Director, IMPACT:** Michelle directs the work of three teams – the Master Educator Program, IMPACT Operations, and align – all of which support the successful implementation of IMPACT, DCPS's performance assessment system for school-based staff; **Scott Thompson, Director of Teacher Effectiveness Strategy:** Scott oversees DCPS's strategic work in areas including teacher evaluation design, teacher recognition and retention, teacher leadership and career ladders, teacher recruitment and selection, and teacher effectiveness research; **Cynthia Robinson-Rivers, Manager of Teacher Effectiveness Strategy:** Cynthia develops policies and programs to improve DCPS's ability to retain Effective and Highly Effective teachers, including LIFT; **Hilary Darilek, Deputy Chief**

for Principal Effectiveness: Hilary will oversee the implementation of all school leader effectiveness projects (Patterson Fellowship, School Leader IMPACT bonuses, Executive Master's in Leadership, and new principal coaching initiative); **Kyoung Lee, Director of Strategic Initiatives:** Kyoung will contribute to the implementation of the Patterson Fellowship in the first cohort and help to oversee the new principal coaching initiative; **Rhoda Mhiripiri-Reed, Interim Director, Mary Jane Patterson Fellowship, Principal Effectiveness:** Rhoda will directly oversee all aspects of the Patterson Fellowship and directly coach fellows during the fellowship year.

(e)(2) Allocates sufficient human resources to complete project tasks

There are already three central office teams in existence that will continue to implement and monitor all aspects of the HCMS and PBCS – including the new components proposed in this application.

The IMPACT team consists of nine full-time staff members, and expands to include 2-4 interns during the fall, spring, and summer. The Teacher Effectiveness Strategy team consists of six full-time members, and expands to include 2-3 interns. These staff members will continue to be responsible for existing components of the HCMS and PBCS and will incorporate the proposed new initiatives into their current work streams.

The Principal Effectiveness team has added significant capacity to implement the described projects. Each proposed project is also designed to take advantage of internal capacity and external partners to maximize the impact on educators using existing resources. For example, the Patterson Fellowship will be managed by one full-time and one part-time staff member who have already been hired.

(e)(3) Includes measurable project objectives and performance measures

The Office of Human Capital engaged in a five-month strategic planning process, during which we identified goals aligned to our *A Capital Commitment* (see overview section) and theory of action; planned initiatives that would allow us to meet those goals; and determined performance metrics to measure our success.

Objectives and Measures of Success

Objective: By the end of the 2016-16 school year, at least 90% of all DPCS teachers and principals will be Highly Effective or Effective (with at least 35% Highly Effective) as determined by the IMPACT evaluation system.

MEASURES OF SUCCESS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TEACHERS						
% Highly Effective (all teachers)	19%	22%	25%	28%	31%	35%
% Effective (all teachers)	30%	35%	40%	45%	50%	55%
% Highly Effective (in the 40 lowest schools)	10%	15%	20%	25%	30%	35%
% Effective (in the 40 lowest schools)	25%	35%	45%	55%	55%	55%
% Highly Effective teachers retained	92%	93%	93%	94%	94%	95%
% Effective teachers retained	91%	92%	92%	93%	94%	95%
% Applicants who cite career ladder/leadership opportunities as a reason for applying	TBD*					
% Highly Effective teachers who take on leadership positions while working as classroom teachers	TBD*					
% Effective teachers who take on leadership positions while working as classroom teachers	TBD*					
PRINCIPALS AND ASSISTANT PRINCIPALS						
% Highly Effective (all principals)	N/A	Base	+TBD% each year			35%
% Effective (all Principals)	N/A	Base	+TBD% each year			55%
% Highly Effective (in the 40 lowest schools)	N/A	Base	+TBD% each year			60%
% Effective (in the 40 lowest schools)	N/A	Base	+TBD% each year			30%
% Effective & Highly Effective principals and APs	N/A	Base	TBD			90%

% Effective/Highly Effective principals/APs retained	N/A	Base	80%	85%	90%	90%
% of principal pipeline participants hired as principals after program completion	N/A	80%	85%	90%	90%	90%
% of principal pipeline participants retained in the system annually	N/A	N/A	90%	90%	90%	90%
Annual increases in Leadership Framework averages		TBD	TBD	TBD	TBD	TBD
DC-CAS proficiency (reading and math average) in the targeted schools	N/A	25%	35%	50%	60%	70%

**We have not yet collected data on these measures. Upon doing so, we will devise appropriate targets.*

(e)(4) Includes an effective project evaluation plan

For each vendor and initiative we pursue, both for principals and teachers, we will measure progress vigilantly – as we do for each and every human capital initiative we have ever launched. We will measure progress toward our objectives by tracking educators IMPACT performance data, student achievement data, survey responses from teachers and principals, the measures of success outlined in the table above, and addition metrics that are specific to each initiative.

We will use this ongoing evaluation data to inform improvements to our initiatives over time. **In addition, we will only engage vendors in one-year contracts.** At the end of each year, we will determine whether we are happy with the progress and outcomes against our goals. If so, we will consider extending the partnership for another year. If not, we will terminate the relationship and seek a more qualified vendor.

Regarding our teacher human capital work, we are currently engaged in four research partnerships that will allow us to rigorously evaluate the impact of our initiatives.

1. Dr. Jim Wyckoff, Dr. Thomas Dee, and Dr. Daphna Bassok at The University of Virginia: This partnership began in November 2011. Initial results are expected in the fall of

2012, with subsequent results released from 2012-2014. The first set of their analyses will answer the following questions:

- Do the rewards, incentives, and supports associated with IMPACT and IMPACT*plus* appear to influence improvement in teacher performance as measured by student achievement and as measured by classroom practices?
- What are the attributes of teachers who have left DCPS, those who remained in the same DCPS schools, and those who transferred among DCPS schools (e.g., IMPACT scores, age, race, experience, school attributes, whether they were hired other DC area schools?)
- How do teacher scores predict the likelihood of teacher retention?

In addition, this partnership has been designed to extend over multiple years and to be flexible enough to evolve over time, such that the researchers will play a role in investigating the outcomes of the new initiatives included in this TIF grant. The researches have expressed an interest in pursuing this additional investigation.

2. Dr. Brian Jacob from the University of Michigan and Dr. Jonah Rockoff from Columbia University: This project will seek to analyze the complete set of DCPS's teacher selection data in order to determine the extent to which different aspects of the selection process are predictive of performance in the classroom, as measured by IMPACT.

3. Dr. Raj Chetty and Dr. John Friedman at Harvard University: This project will investigate the effects of the implementation of a high-stakes teacher evaluation system on teacher behavior. Specifically, the researchers will investigate whether IMPACT has reduced the signal quality of value-added measures as a predictor of teacher quality. This is another partnership for which we have outlined an initial scope of work, but have discussed expanding the research questions in the future.

4. Dr. Grover J. "Russ" Whitehurst, Michael Gallaher, and Matthew Chingos from the Brookings Institution: This project will explore outcomes in DCPS and several other large urban school systems in order to determine the overall reliability of teacher evaluation scores over time and correlation between evaluation scores from one year and student achievement outcomes in the following year.

(e)(5) Specifies realistic and achievable timelines (i) implementation

We have already fully implemented our HCMS and PBCS for both teachers (for the past three years) and school leaders (for the past two years). We will begin fully implementing our LIFT teacher career ladder in August 2012 (this launch follows a year-long design phase). e (5) (ii) Successfully completing project tasks and achieving objectives

We have outlined specific long-term timelines regarding when we plan to accomplish our tasks and achieve our objectives. Please refer to section E3 above for additional details about our target dates over time. Our Budget Narrative also outlines how we will strategically allocate resources over time in order to meet our goals.

(f) Sustainability (1) Identifies and commits sufficient non-TIF resources

The proposed initiatives are partially funded by local resources. TIF funds would serve to enhance their quality and make them more widely available to participants. In addition, as mentioned above, we will scale down our dependence on grant funds by increasing the percentage of local funding each year.

There are also two distinct characteristics of DCPS that result in resources not currently being utilized in the most strategic ways: we have a significant number of very small schools, and we have a disproportionately large number of non-teaching school-based staff. By addressing both of these resource challenges according to the strategies outlined below, DCPS will free up significant additional resources to fund the initiatives outlined in this grant in the

long term.

Cost Savings Strategy #1: Smaller Schools. In most districts around the country, smaller schools are more expensive to operate than larger schools. For example, at the elementary level, Education Resource Strategies (ERS) has found that schools smaller than 350-400 often cost significantly more than larger schools, and beyond enrollments of about 550 students, additional spending due to size diminishes.[9] DCPS spends an average of 1.4K/2.3K more per pupil in elementary schools/K8 schools below 350 compared to those above 550. Size premiums at other levels are harder to calculate due to smaller numbers of schools, but an even stronger relationship between size and spending at these levels suggests that size premiums are even higher at secondary schools.

Though this is actually a lower per-student premium than many districts face, DC has a unique resource challenge with regard to small schools because of the large share of schools in its portfolio that are small. In fact, DC has more small schools in its portfolio than any other district ERS has studied, with 63% and 38% of ES/K8 and secondary schools smaller than 350 students, respectively. As a result, DCPS spends more on small school size than any other district ERS has worked with. At the ES/K8 level alone, total spending on school size is $21.7 M[10]. The district could save an estimated $9M by closing just 15% of small schools[11].

It is important to note that closing small schools should not be considered solely as a

---

[9] This pattern is true across school levels, though with slightly different cost curves.
[10] Calculated by bringing spending on pupils in schools under 350 to the average per-pupil spending level at a school with 550 students.
[11] Estimated by bringing spending on pupils in these schools from the avg. spending at schools <350 to the average per-pupil spending level at a school with 550 students. Assumes schools are closed proportionally across school levels and sets MS and HS per-pupil small school spending premiums to the average K8 spending premium.

cost-saving exercise. As noted in several places above, closure/consolidation has key links to both transforming school designs and supporting the continuous improvement of teachers – it's just *easier* to organize resources in larger schools strategically. Specifically, organizing highly effective content-based teams requires having enough teachers in any given content area to make up a team. Currently, in many DCPS schools, there is only 1 teacher responsible for teaching any content area. Further, closure/consolidation is a key intervention to address chronically low school performance. At the same time, districts and communities are often seeking specific benefits from small school size (e.g. students may be more known, transportation may be easier), and costs and other tradeoffs associated with size must be weighed against any evident benefits. Ultimately, the objective of closure must be to structure the district's portfolio to maximize enrollment in highly effective or high-potential schools in a cost-sustainable manner. DCPS currently plans to close approximately 15% of its schools over the next three years.

Cost Savings Strategy #2: Fewer Full-Time Employees. Based on a recent comparative analysis study by Education Resource Strategies (ERS), DCPS currently invests in many more school-based non-teaching staff at each school level. If DCPS could reduce the non-teacher FTE/1000 student gap with the average non-DCPS district in the study by just 1/3, it would equate to roughly $30M in annual savings (see Appendix, "FTE Reduction Cost Savings").

While we recognize the high levels of non-teaching FTEs, it will take time to reduce these numbers such that schools are doing more with less, rather than less with less. In addition to relying on future savings from streamlining non-teaching staff and closing some percentage of small schools, DCPS has already demonstrated financial commitment to many aspects of its HCMS, indicating the political will for future sustainability.

School Leader IMPACT (with the exception of bonuses) is fully funded from local public

and private sources and is currently fully implemented by DCPS staff. There is every reason to believe that this will continue during and after the grant period. TIF funds would be used to support additional bonuses, on top of regular salary increases for Effective and Highly Effective principals. The Patterson Fellowship is funded through local public and private sources. TIF funds would be used to fund Fellows' salaries during their residency, giving the program maximum flexibility to place them with the best possible mentors and provide multiple experiences across several school buildings. Likewise, the Executive Master's in Leadership is partially funded through local public and private resources. TIF funds would serve to further subsidize participants' tuition costs, making it more widely accessible to sitting principals. As described, each program has been designed to leverage internal DCPS non-financial resources at every opportunity, building up internal capacity to sustain these initiatives in the future.

In our costing for leadership development programs, we have included a line item for program customization and improvement, recognizing that whichever vendors we choose will need to adapt their program to the particular characteristics of DCPS. While we plan to only select vendors with high-quality, established programs, we recognize that some amount of customization of curriculum and program design will likely be necessary in order to adapt each program to the particular context of DCPS. We also know, based on our experience with our other human capital initiatives, that we learn the most about what works once we are actually in the implementation phase – and so we want to ensure that we have included funding that will enable us to work with the vendors to continually improve these initiatives.

(f)(2) Is likely to be implemented and result in a sustained PBCS and educator evaluation

DCPS senior leadership has made human capital investment a top priority and has shown a willingness to sustain it through difficult budget periods and transitions in senior leadership. Our HCMS and PBCS have been fully implemented for the past three years for teachers, and the

past two years for school leaders. Rather than isolated initiatives, the implementation of our HCMS and PBCS has been a catalyst for a significant cultural shift in DCPS – we have fundamentally transformed the way we make nearly every district decision and now use effectiveness expectations and outcomes to drive activities in all contexts (in classrooms, in schools, in every central office department, and among senior district leadership). In short, our HCMS and PBCS have become deeply embedded across DCPS.

Our track record for conceiving, implementing, and continually improving innovative human capital initiatives over time means that there is every reason to believe that educator evaluation systems, differentiated compensation, and ongoing development opportunities will continue to be top district priorities throughout the grant period and beyond.

Before concluding, we would like to address the previous TIF grant that DCPS received, which began in 2007. This previous TIF grant, which was designed by the administration of Clifford Janney, who preceded Michelle Rhee as Chancellor, had a couple of shortcomings. First, and perhaps most importantly, this grant application did not include an explicit sustainability plan. As has sometimes occurred with TIF grants, the incentive program was almost entirely reliant on TIF funds for nearly the entire duration of the grant. When the grant expired, the program immediately ended. Second, the program DCPS implemented focused on school-wide incentives tied entirely to student test scores, which is a very different approach than the one we have adopted in our current proposal. We are confident than neither of these issues are present in our current application and that we have outlined a compelling sustainability plan here and in the Budget Narrative.

Appendix: Additional Components

1. Teaching and Learning
   - Effective Schools Framework **(Slide 2)**
   - Teaching and Learning Framework Teach Standards **(Slide 2)**
   - Instructional Coach Learning Cycles **(Slide 3)**

2. Performance-Based Compensation in DCPS
   - Compensation Over Time Through LIFT **(Slide 4)**
   - Comparisons With Other Districts **(Slide 5)**

3. IMPACT Ratings and Components
   - IMPACT ratings **(Slide 6)**
   - IMPACT Components for teachers with value-added data **(Slide 7)**
   - Calculating final scores **(Slide 7)**

Appendix: Additional Components (DC Public Schools)

Effective Schools Framework

Teaching and Learning Framework Teach Standards

TEACHING AND LEARNING FRAMEWORK (TLF)
Teach 1: Lead Well-Organized Objective-Driven Lessons
Teach 2: Explain Content Clearly
Teach 3: Engage Students at all Learning Levels
Teach 4: Provide Students Multiple Ways to Move Toward Mastery
Teach 5: Check for Student Understanding
Teach 6: Respond to Student Understanding
Teach 7: Develop Higher-Level Understanding
Teach 8: Maximize Instructional Time
Teach 9: Build a Supportive, Learning-Focused Classroom

Instructional Coach Learning Cycles

Week 1
Observe, debrief, and develop coaching plans

Weeks 2–5
Implement one-on-one support (for example, modeling, co-planning, co-observing)

Week 6
Reflect on progress and evaluate the cycle

Appendix: Additional Components (DC Public Schools)

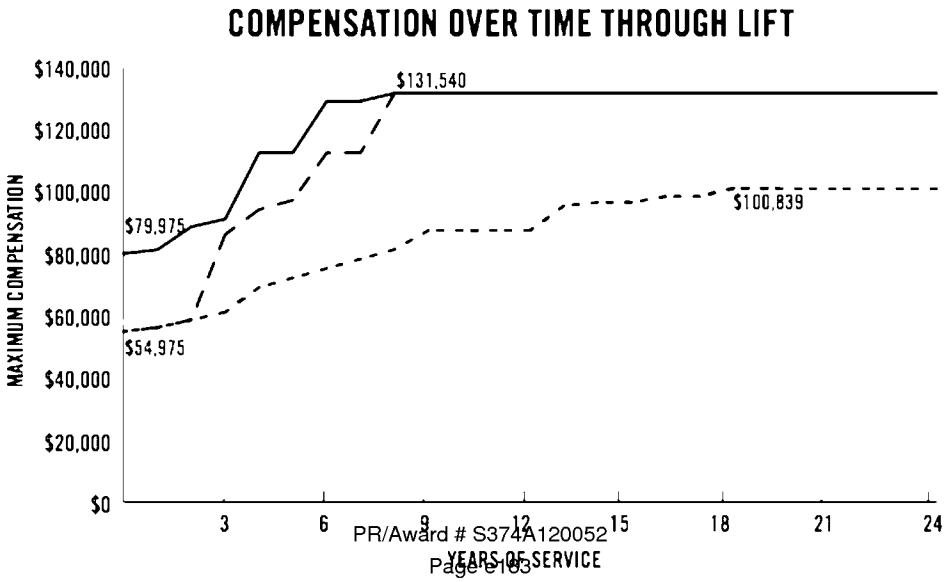
The graph below represents compensation over time for four hypothetical teachers:

— **Teacher 1**: A teacher with a master's degree who consistently earns Highly Effective ratings at a high-poverty school*

— - **Teacher 2**: A teacher with a master's degree who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school*

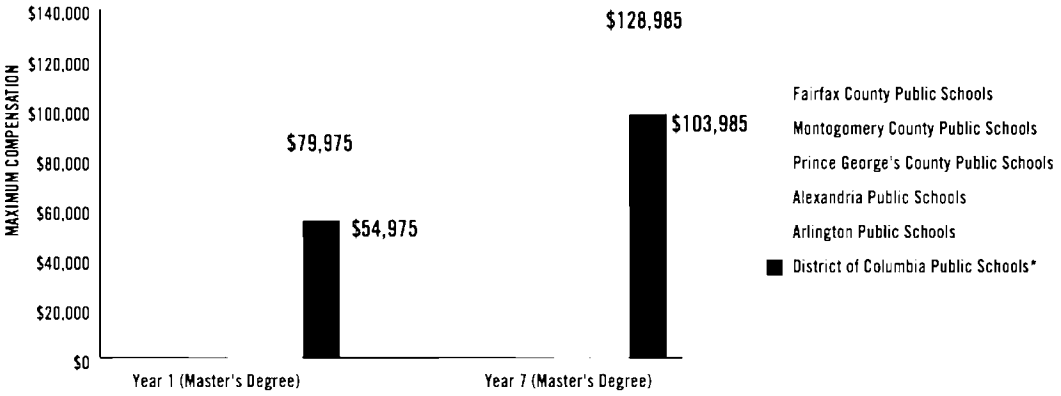
- - - **Teacher 3**: A teacher with a master's degree who consistently earns Effective ratings at a high-poverty school

A teacher with a master's degree who consistently earns Highly Effective ratings at a low-poverty school

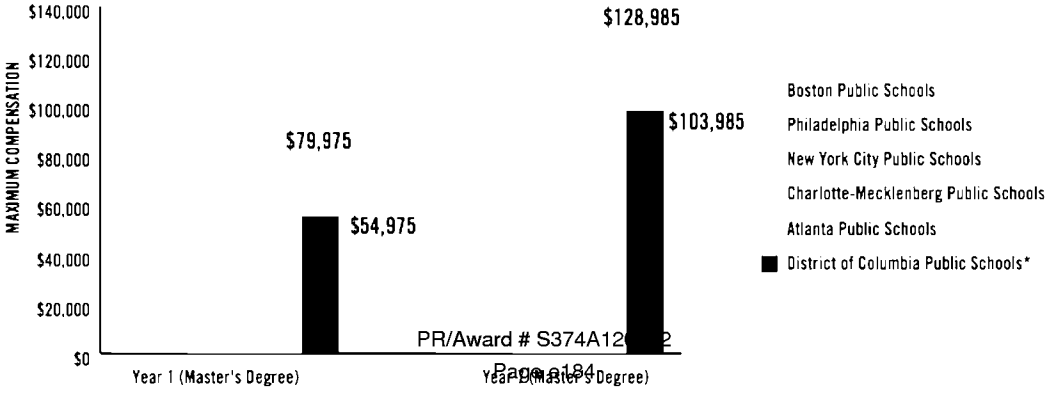


Appendix: Additional Components (DC Public Schools)

COMPENSATION IN DCPS VERSUS NEIGHBORING DISTRICTS

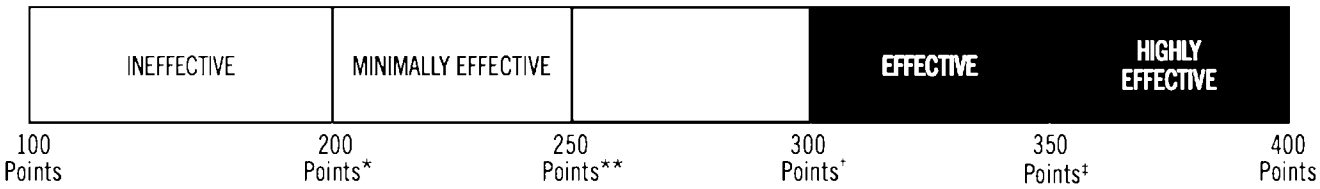


COMPENSATION IN DCPS VERSUS NATIONAL DISTRICTS



Appendix: Additional Components (DC Public Schools)

OVERALL IMPACT SCALE



** A score of exactly 200 would be classified as Minimally Effective.*

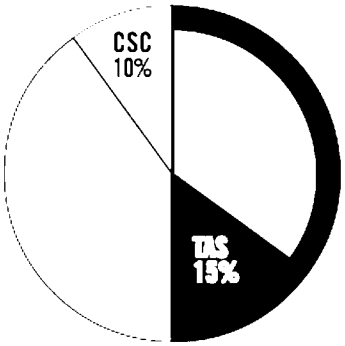
*** A score of exactly 250 would be classified as Developing.*

† A score of exactly 300 would be classified as Effective.

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

Appendix: Additional Components (DC Public Schools)

IMPACT COMPONENTS FOR GROUP 1



- ■ Student Achievement Data (50%)
  - ☐ Individual Value-Added Student Achievement Data (IVA)*
  - ■ Teacher-Assessed Student Achievement Data (TAS)
- ☐ Teaching and Learning Framework (TLF)
- ☐ Commitment to the School Community (CSC)

** In the event that Individual Value-Added Student Achievement Data (IVA) cannot be generated for your class(es), you will be moved to Group 2. You can access the Group 2 guidebook on the DCPS website, and you can obtain a hard copy by contacting the IMPACT team at 202-719-6553 or impactdcps@dc.gov*

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Individual Value-Added Student Achievement Data (IVA)	3.5	x 35	= 123
Teaching and Learning Framework (TLF)	3.7	x 40	= 148
Teacher-Assessed Student Achievement Data (TAS)	3.5	x 15	= 53
Commitment to the School Community (CSC)	3.3	x 10	= 33
TOTAL			**357**

Appendix: FTE Reduction Cost-Savings Supporting Selection Criteria (f)(1)

More detail on Cost Savings Strategy #2: Fewer Full-Time Employees (FTE)

School-based, non-teacher FTEs	DC, FTE/1000 students	Avg. Non-DC, FTE/1000 students	Savings (if gap cut by 1/3)
Elementary Schools (grades PreK-5)	68	40	$17M
Middle School (grades 6-8)	81	43	$7M
High School	54	29	$6M
		Total	**$30M**

We believe that there are three key reasons why DCPS schools have so many school-based non-teacher FTEs:

1. A **cycle of specialization** for social/emotional support: a cycle of specialization occurs when school culture and climate are not supportive of basic social/emotional skills, and when classroom teachers don't have the tools to address basic Tier 1 social/emotional needs. This results in large numbers of out-of-class referrals for disciplinary issues or social/emotional services, leading to large numbers of specialized, social/emotional focused FTEs. This investment leads to fewer resources available for core instructions, such that classroom teachers are even less likely to have the tools to address social/emotional needs, continuing the cycle. There is also a cycle of specialization within Special Education.
2. Abundance of **instructional experts**: Between instructional coaches and APs, DCPS has more instructional experts in our schools than most other districts. As we build out teacher team lead roles, we'll be able to scale back the investment in other instructional experts.
3. **Small schools**: Small schools lead to low student:staff ratios, as positions that are allocated on a one per school basis are spread over fewer students.

Final 2010–11 IMPACT Report

prepared for

Teacher A
DCPS Elementary School

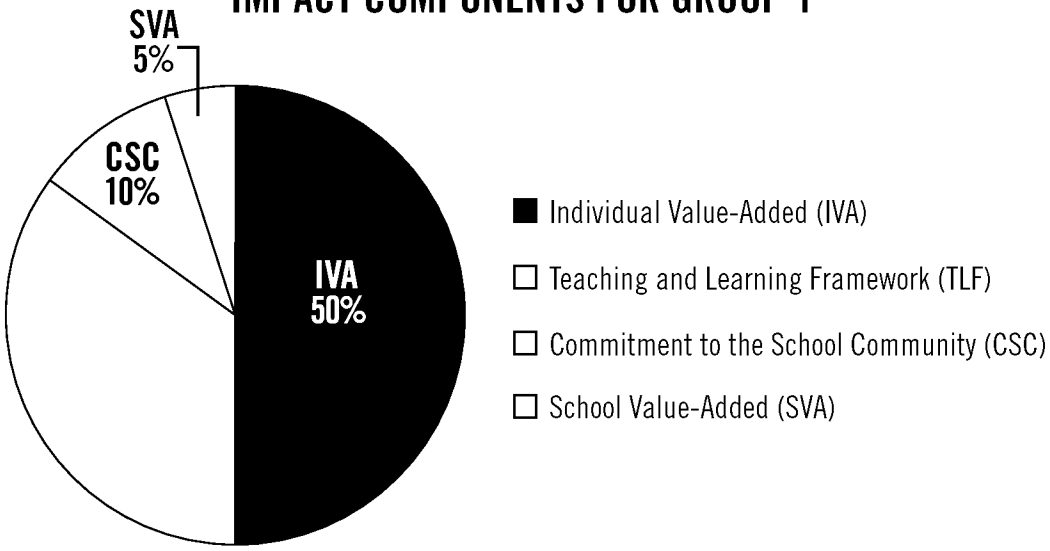
IMPACT Group 1

FINAL RATING Highly Effective

This report summarizes all of your IMPACT information, including your final IMPACT score and rating, and it explains how we calculated your Individual Value-Added (IVA) and School Value-Added (SVA) scores.

- **Individual Value-Added Student Achievement Data (IVA)** — This is a measure of the impact you have on your students' learning over the course of the school year, as evidenced by the DC CAS.
- **Teaching and Learning Framework (TLF)** — This is a measure of your instructional expertise.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS.

IMPACT COMPONENTS FOR GROUP 1



Teacher A
DCPS Elementary School A

Final 2010–11 IMPACT Report*

INDIVIDUAL VALUE-ADDED (IVA)	OVERALL (1.0 to 4.0)	WEIGHT	WEIGHTED SCORE
IVA SCORE *(See IVA section for more detailed information.)*	1.0 to 4.0	X 50	= 50 to 200

TEACHING AND LEARNING FRAMEWORK (TLF)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/15	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/15	OVERALL *(Average of Cycles)*	WEIGHT	WEIGHTED SCORE
TLF SCORE *(Average of Teach 1 to Teach 9)*	3.7	3.8	3.7	3.7	3.8	3.7	X 35	= 130
Teach 1: Lead Well-Organized, Objective-Driven Lessons	3.0	4.0	4.0	4.0	4.0			
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	4.0			
Teach 3: Engage Students at All Learning Levels	4.0	4.0	4.0	4.0	4.0			
Teach 4: Provide Students Multiple Ways to Engage	3.0	4.0	3.0	3.0	4.0			
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	3.0			
Teach 6: Respond to Student Misunderstandings	4.0	3.0	4.0	4.0	4.0			
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	4.0			
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	3.0	4.0			
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	4.0	3.0			

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1		CYCLE ENDS 6/15		OVERALL *(Average of Cycles)*	WEIGHT	WEIGHTED SCORE
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.4		3.6		3.5	X 10	= 35
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				

SCHOOL VALUE-ADDED (SVA)	OVERALL (1.0 to 4.0)	WEIGHT	WEIGHTED SCORE
SVA SCORE *(See SVA section for more detailed information.)*	1.0 to 4.0	X 5	= 5 to 20

SUBTOTAL:	370
CORE PROFESSIONALISM (12/1): MEETS STANDARD	No Change
CORE PROFESSIONALISM (6/15): BELOW STANDARD	-10
FINAL 2010–11 IMPACT SCORE:	360
FINAL 2010–11 IMPACT RATING:	Highly Effective

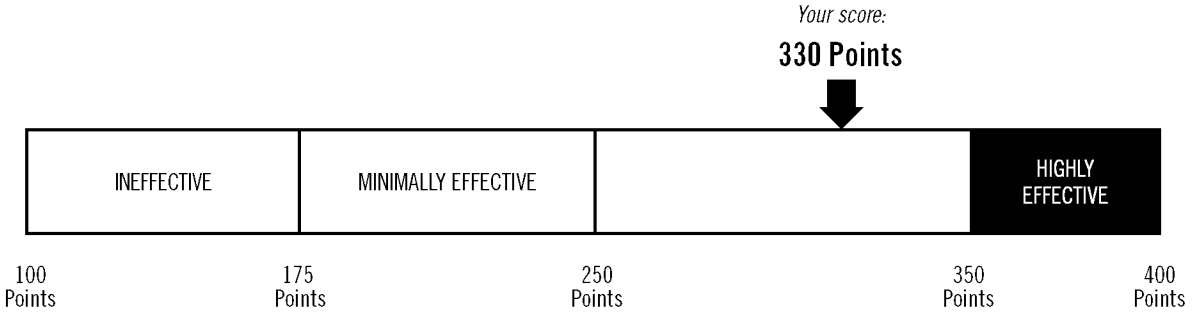
2009–10 IMPACT RATING: Effective

Note: Some scores have been rounded or truncated for presentation purposes. As a result, some calculations may appear to be slightly different than their actual values. Your Final 2010–11 IMPACT Score, however, is calculated based on your exact scores and then rounded the nearest whole number. For more information about your data, please log in to the IMPACT system at http://impactdcps.dc.gov.

Final 2010–11 IMPACT Report

Teacher A
DCPS Elementary School A

OVERALL IMPACT SCALE



A score of exactly 175 is classified as Minimally Effective.

A score of exactly 250 is classified as Effective.

A score of exactly 350 is classified as Highly Effective.

The arrow shows your final IMPACT score (330) and rating (Effective).

Highly Effective — This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating are eligible to participate in IMPACT*plus*, the DCPS performance-based compensation system. For more information about IMPACT*plus*, please visit the DCPS website at www.dcps.dc.gov/DCPS/IMPACTplus.

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

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

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

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

Individual Value-Added (IVA)

Measuring a teacher's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, value-added measurement is a way of dealing with these challenges. It helps us estimate the *teacher's* impact on student learning as opposed to the impact of other factors, such as students' prior skill levels, the resources they have at home, or any learning disabilities they may have. In short, value-added helps us understand what the teacher did, apart from everything else.

First, we calculate how a teacher's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Teachers with above-average value-added scores are those whose students' actual performance exceeds their likely performance. This process is explained in further detail on the following pages.

LIKELY DC CAS SCORE (Class Average) − = **INDIVIDUAL VALUE-ADDED**

DCPS has contracted with Mathematica Policy Research (Mathematica), a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and derive value-added scores for teachers and schools based on specifications determined by DCPS. Mathematica's clients have included the U.S. Department of Education and many other federal, state, and local agencies. In addition, two independent value-added experts reviewed the methodology used to evaluate DCPS teachers and schools: Eric Hanushek of the Hoover Institution at Stanford University and Tim Sass of Florida State University.

The DC CAS is the only assessment used in DCPS that is (1) aligned to the DC content standards; (2) administered securely; and (3) standardized, meaning it's the same for all students in a given grade level. Though these tests do not capture everything taught in DCPS schools, they are reliable and valid measures of students' mastery of essential reading and mathematics skills.

Value-added is based on scale scores, which range from 0 to 99 for each grade level of the DC CAS. For example, 5th graders receive a score from 500 to 599. Similarly, 6th graders receive a score from 600 to 699. It is important to note that the hundreds digit of these scores is for naming purposes only. That is, the "5" in a score of 574 tells us that this is a 5th grade score. There is no other meaning to the hundreds digit. The remaining two digits (in this example, 74) explain the student's performance. They are what we use to calculate value-added.

No. AYP only measures the percentage of students who score Proficient or Advanced on the DC CAS at the end of the year. It does not take into account where students start the year. It also does not take into account external factors that may affect student learning. Value-added, on the other hand, does.

Note: All scores in your IVA report have been rounded for presentation purposes. As a result, some calculations may appear to be off by 0.1. Your final IVA scores for reading and math, however, were calculated based on your exact scores.

Your IVA Score for Reading

What follows is a simplified explanation of the value-added calculation process. For the full technical details, please consult *Measuring School and Teacher Value Added for IMPACT and TEAM in DC Public Schools* on the DCPS website (www.dcps.dc.gov/DCPS/ValueAdded).

Teachers confirmed their student rosters. We began the process of calculating your IVA score by gathering the most complete and accurate data possible about your class roster. Because you know your schedule and the amount of time you spend with each student better than anyone else, we invited you to participate in an annual process called Roster Confirmation. Through Roster Confirmation, you had the opportunity to indicate which subject(s) you taught, which students you taught within each subject, and what proportion of the time each student was actually instructed by you compared to the total amount of instructional time each student was assigned to you. In addition, you had the opportunity to note special circumstances that might not be apparent if we simply used the class rosters in our computer system to determine which students to include in your IVA calculation. For example, you could note if a student transferred into or out of your class midway through the year, or if a particular student is pulled out of class on a regular basis for special education services or other reasons. With this information, we are able to give you credit for the achievement of your students in proportion to the amount of time you spent instructing those students.

Based on specifications determined by DCPS, statisticians at our technical partner, Mathematica, then calculated the *likely* average DC CAS score for your students. When determining the likely score for your students, Mathematica accounted not only for prior test scores but also for your students' free and reduced-price lunch status, whether or not your students receive special education services or are classified as Limited English Proficient, and how frequently your students were absent during the previous school year. This analysis indicated that the likely average score for your students is XX.

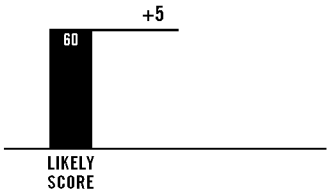
Statisticians then calculated the *actual* average DC CAS score for your students. They did so by averaging the scores of each of your students, with each student weighted according to the amount of instructional time spent in your class. Your students' actual class average is XX.

Statisticians compared your average *likely* score from your average *actual* score. The difference between these two scores is your Individual Value-Added. Recall that your students' actual average score was XX and your students' likely average score is XX. Your value-added score, then, is XX (XX – XX = XX).

LIKELY AVERAGE DC CAS SCORE — READING

ACTUAL AVERAGE DC CAS SCORE — READING

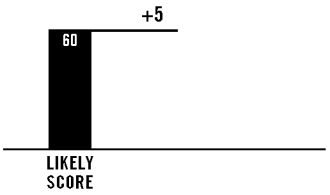
VALUE-ADDED SCORE — READING



Your IVA Score for Reading

DCPS then converted your value-added score as measured in DC CAS points (XX) into an IMPACT score of X.X based on the conversion table below.

VALUE-ADDED SCORE — READING



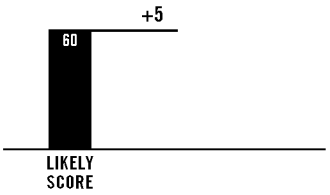
READING IVA CONVERSION TABLE

READING	
RAW SCORE	FINAL SCORE
5.8 and above	4.0
5.4 to 5.7	3.9
5.0 to 5.3	3.8
4.6 to 4.9	3.7
4.2 to 4.5	3.6
3.8 to 4.1	3.5
3.4 to 3.7	3.4
3.0 to 3.3	3.3
2.6 to 2.9	3.2
2.2 to 2.5	3.1
1.8 to 2.1	3.0
1.4 to 1.7	2.9
1.0 to 1.3	2.8
0.6 to 0.9	2.7
0.2 to 0.5	2.6
-0.2 to 0.1	2.5
-0.6 to -0.3	2.4
-1.0 to -0.7	2.3
-1.4 to -1.1	2.2
-1.8 to -1.5	2.1
-2.2 to -1.9	2.0
-2.6 to -2.3	1.9
-3.0 to -2.7	1.8
-3.4 to -3.1	1.7
-3.8 to -3.5	1.6
-4.2 to -3.9	1.5
-4.6 to -4.3	1.4
-5.0 to -4.7	1.3
-5.4 to -5.1	1.2
-5.8 to -5.5	1.1
-5.9 and below	1.0

Your IVA Score for Math

The calculation process for math is exactly the same as that for reading. The *actual* average math score for your students is XX and the *likely* average score is XX. Thus, your math value-added is XX (XX – XX = XX). We then converted your value-added score into an IMPACT score of X.X based on the conversion table below.

VALUE-ADDED SCORE — MATH



MATH IVA CONVERSION TABLE

MATH	
RAW SCORE	FINAL SCORE
7.7 and above	4.0
7.2 to 7.6	3.9
6.6 to 7.1	3.8
6.1 to 6.5	3.7
5.6 to 6.0	3.6
5.0 to 5.5	3.5
4.5 to 4.9	3.4
4.0 to 4.4	3.3
3.5 to 3.9	3.2
2.9 to 3.4	3.1
2.4 to 2.8	3.0
1.9 to 2.3	2.9
1.3 to 1.8	2.8
0.8 to 1.2	2.7
0.3 to 0.7	2.6
-0.3 to 0.2	2.5
-0.8 to -0.4	2.4
-1.3 to -0.9	2.3
-1.9 to -1.4	2.2
-2.4 to -2.0	2.1
-2.9 to -2.5	2.0
-3.5 to -3.0	1.9
-4.0 to -3.6	1.8
-4.5 to -4.1	1.7
-5.0 to -4.6	1.6
-5.6 to -5.1	1.5
-6.1 to -5.7	1.4
-6.6 to -6.2	1.3
-7.2 to -6.7	1.2
-7.7 to -7.3	1.1
-7.8 and below	1.0

Your Reading and Math IVA Scores Together

Recall that, on the 1.0 to 4.0 IMPACT scale, your value-added score for reading is X.X and your value-added score for math is X.X. To calculate your overall IVA score, we averaged your reading and math scores to arrive at X.X. This is the number you see in the IVA section of your IMPACT summary chart in this report.

YOUR OVERALL SUMMARY

Your Final Reading Score	**3.5**
Your Final Math Score	**2.9**
YOUR FINAL IVA SCORE *(Average of Reading and Math)*	**3.2**

School Value-Added (SVA)

School Value-Added is similar to Individual Value-Added, but instead of measuring the impact of a single teacher on student learning, it measures the impact of an entire school.

School Value-Added works just like Individual Value-Added. In short, we calculate how a school's students are *likely* to perform, on average, on the DC CAS at the end of the year given their previous years' scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with high value-added scores are those whose students' actual performance exceeds their likely performance.

– **LIKELY DC CAS SCORE** (School Average) = **SCHOOL VALUE-ADDED**

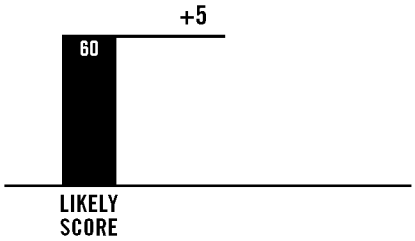
Yes. AYP is based on the percentage of students who score Proficient or Advanced on the DC CAS regardless of how they performed the previous year. Value-added is different in several key ways. Most important, it takes into account where students start the year, not just where they end it.

Please consult *Measuring School and Teacher Value Added for IMPACT and TEAM in DC Public Schools,* which is available on the DCPS website at www.dcps.dc.gov/DCPS/ValueAdded.

Your School's SVA Scores

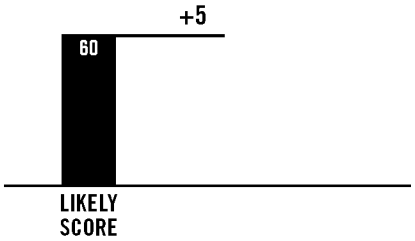
By analyzing data about how the students in your school performed last year and other relevant factors, Mathematica calculated your school's *likely* DC CAS reading average to be XX. It found that your school's *actual* reading average, however, is XX. Thus, Mathematica calculated your school's reading value-added to be XX (XX – XX = XX).

VALUE-ADDED SCORE — READING



By analyzing data about how the students in your school performed last year and other relevant factors, Mathematica calculated your school's *likely* DC CAS math average to be XX. It found that your school's *actual* math average, however, is XX. Thus, Mathematica calculated your school's math value-added to be XX (XX – XX = XX).

VALUE-ADDED SCORE — MATH



Teacher A
DCPS Elementary School A

Your School's Reading and Math SVA Scores Together

We converted your school's value-added scores for reading (XX) and math (XX) into IMPACT scores of X.X and X.X, respectively, based on the conversion tables below.

READING SVA CONVERSION TABLE

READING	
RAW SCORE	FINAL SCORE
5.8 and above	4.0
5.4 to 5.7	3.9
5.0 to 5.3	3.8
4.6 to 4.9	3.7
4.2 to 4.5	3.6
3.8 to 4.1	3.5
3.4 to 3.7	3.4
3.0 to 3.3	3.3
2.6 to 2.9	3.2
2.2 to 2.5	3.1
1.8 to 2.1	3.0
1.4 to 1.7	2.9
1.0 to 1.3	2.8
0.6 to 0.9	2.7
0.2 to 0.5	2.6
-0.2 to 0.1	2.5
-0.6 to -0.3	2.4
-1.0 to -0.7	2.3
-1.4 to -1.1	2.2
-1.8 to -1.5	2.1
-2.2 to -1.9	2.0
-2.6 to -2.3	1.9
-3.0 to -2.7	1.8
-3.4 to -3.1	1.7
-3.8 to -3.5	1.6
-4.2 to -3.9	1.5
-4.6 to -4.3	1.4
-5.0 to -4.7	1.3
-5.4 to -5.1	1.2
-5.8 to -5.5	1.1
-5.9 and below	1.0

MATH SVA CONVERSION TABLE

MATH	
RAW SCORE	FINAL SCORE
7.7 and above	4.0
7.2 to 7.6	3.9
6.6 to 7.1	3.8
6.1 to 6.5	3.7
5.6 to 6.0	3.6
5.0 to 5.5	3.5
4.5 to 4.9	3.4
4.0 to 4.4	3.3
3.5 to 3.9	3.2
2.9 to 3.4	3.1
2.4 to 2.8	3.0
1.9 to 2.3	2.9
1.3 to 1.8	2.8
0.8 to 1.2	2.7
0.3 to 0.7	2.6
-0.3 to 0.2	2.5
-0.8 to -0.4	2.4
-1.3 to -0.9	2.3
-1.9 to -1.4	2.2
-2.4 to -2.0	2.1
-2.9 to -2.5	2.0
-3.5 to -3.0	1.9
-4.0 to -3.6	1.8
-4.5 to -4.1	1.7
-5.0 to -4.6	1.6
-5.6 to -5.1	1.5
-6.1 to -5.7	1.4
-6.6 to -6.2	1.3
-7.2 to -6.7	1.2
-7.7 to -7.3	1.1
-7.8 and below	1.0

To calculate your school's overall SVA score, we averaged the reading and math scores to arrive at XX. This is the number you see in the SVA section of your IMPACT summary chart.

YOUR SCHOOL'S OVERALL SUMMARY

Your School's Final Reading Score	3.0
Your School's Final Math Score	2.9
YOUR SCHOOL'S FINAL SVA SCORE *(Average of Reading and Math)*	3.0

	LEVEL 4 (HIGHEST)	LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is **highly effective** at articulating a clear instructional vision.	School leader is **effective** at articulating a clear instructional vision.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader's articulated and widely-shared vision of higher achievement is evident in all his/her actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realizing the vision. • The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. • The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.	*The following best describes what is observed:* • The school leader articulates an instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings. • The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. • The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress toward the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at articulating a clear instructional vision.	School leader is **ineffective** at articulating a clear instructional vision.
The following best describes what is observed: • The school leader may have a vision of higher achievement for all students, but has not articulated it. • The vision may be grounded in the use of data and/or standards-aligned, but may not be specific enough to track movement toward it. • The school leader may not have shared the vision widely. For example, some teachers and/or support staff may not understand the vision, be able to articulate what it is, or be working toward it.	*The following best describes what is observed:* • The school leader may not have a vision of higher achievement for all students. • The vision may not be grounded in the use of data or may not be standards-aligned. • The school leader may have a vision developed independently and not shared with the broader school community.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is **highly effective** at consistently implementing school-wide instructional practices.	School leader is **effective** at consistently implementing school-wide instructional practices.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects.	*The following best describes what is observed:* • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning, or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at consistently implementing school-wide instructional practices.	School leader is **ineffective** at consistently implementing school-wide instructional practices.
The following best describes what is observed: • The school leader may be able to identify some high-quality practices, but struggles to cement those across the school. • High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.	*The following best describes what is observed:* • The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices. • High-quality practices are not evident.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is **highly effective** at creating opportunities for ongoing learning and staff development.	School leader is **effective** at creating opportunities for ongoing learning and staff development.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader guarantees regular, timely professional learning opportunities as school needs require. • The school leader ensures that professional learning opportunities support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.	*The following best describes what is observed:* • The school leader creates regular opportunities for professional learning for all staff. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

PR/Award # S374A120052

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.	School leader is **ineffective** at creating opportunities for ongoing learning and staff development.
The following best describes what is observed: • The school leader may recognize the need for professional development, but offers irregular opportunities. • The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.	*The following best describes what is observed:* • The school leader may not act to ensure professional learning opportunities. • The school leader does not ensure any connection between professional learning opportunities and school goals.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is **highly effective** at executing results-focused school operations and resource management.	School leader is **effective** at executing results-focused school operations and resource management.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. • The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.	*The following best describes what is observed:* • The school leader oversees the execution of results-focused school operations and resource management. • The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

PR/Award # S374A120052

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at executing results-focused school operations and resource management.	School leader is **ineffective** at executing results-focused school operations and resource management.
The following best describes what is observed: • The school leader may show little or no evidence that school operations are well-managed and/or linked to results. • The school leader may manage school operations and resource management without integrating teaching and learning needs.	*The following best describes what is observed:* • The school leader has few or no systems in place for the effective management of operations and resources. • The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
	School leader is **highly effective** at developing and maintaining a positive, collaborative school culture.	School leader is **effective** at developing and maintaining a positive, collaborative school culture.
LF OL2	*For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:* • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader establishes a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty.	*The following best describes what is observed:* • The school leader promotes a positive school culture by establishing school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.	School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.
The following best describes what is observed: • The school leader takes limited steps to establish positive school culture. • The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.	*The following best describes what is observed:* • The school leader has done little or nothing to establish positive school culture. • The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is **highly effective** at aligning human resources to school needs.	School leader is **effective** at aligning human resources to school needs.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. • The school leader uses data to systematically hold self and others accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.	*The following best describes what is observed:* • The school leader establishes high expectations for employee performance. • The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs.* The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at aligning human resources to school needs.	School leader is **ineffective** at aligning human resources to school needs.
The following best describes what is observed: • The school leader may have high expectations for employee performance, but may not share those frequently. • The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.	*The following best describes what is observed:* • The school leader does not have high expectations for employee performance and accepts underperformance regularly. • The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is **highly effective** at using evidence-based growth and results to drive his/her actions.	School leader is **effective** at using evidence-based growth and results to drive his/her actions.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence.	*The following best describes what is observed:* • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader establishes an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) andSchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked toward agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.	School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.
The following best describes what is observed: • The school leader may review school growth measures inconsistently and/or only in a few key areas, thus operating without an overall picture of school performance over time. • The school leader may rely on evidence for some decisions.	*The following best describes what is observed:* • The school leader may not track school growth closely or at all. • The school leader may not rely on evidence to make decisions.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is **highly effective** at engaging members of the school community.	School leader is **effective** at engaging members of the school community.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader includes all stakeholders in school improvement efforts and reaches out to potential stakeholders proactively. • The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.	*The following best describes what is observed:* • The school leader includes all stakeholders in school improvement efforts. • The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy and/or DCPS initiatives).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at engaging members of the school community.	School leader is **ineffective** at engaging members of the school community.
The following best describes what is observed: • The school leader struggles to fully include stakeholders in school improvement efforts. • The school leader may only be able to connect stakeholders to one or two small initiatives.	*The following best describes what is observed:* • The school leader has no evidence of engaging stakeholders in school improvement efforts. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is **highly effective** as a listener and communicator.	School leader is **effective** as a listener and communicator.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.	*The following best describes what is observed:* • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator,* who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** as a listener and communicator.	School leader is **ineffective** as a listener and communicator.
The following best describes what is observed: • The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness. • The school leader may establish positive interpersonal relationships with some school staff members. • The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.	*The following best describes what is observed:* • The school leader may lack clarity in his/her messages and/or be unresponsive. • The school leader fails to establish positive interpersonal relationships. • The school leader communicates ineffectively.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS		
LF LE4	School leader is **highly effective** at managing the change process.	School leader is **effective** at managing the change process.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate.	*The following best describes what is observed:* • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process,* preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance)
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at managing the change process.	School leader is **ineffective** at managing the change process.
The following best describes what is observed: • The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties. • The school leader may not see the potential pitfalls associated with the change process before they occur. • The school leader operates with a single leadership approach and/or practice.	*The following best describes what is observed:* • The school leader is unable to recognize the elements of the change process. • The school leader fails to comprehend how the change process impacts instructional and operational leadership. • The school leader does not operate within a set of effective leadership approaches.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is **highly effective** at constant personal learning.	School leader is **effective** at constant personal learning.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.	*The following best describes what is observed:* • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g., working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g., after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at constant personal learning.	School leader is **ineffective** at constant personal learning.
The following best describes what is observed: • The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities. • The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.	*The following best describes what is observed:* • The school leader exhibits little desire to grow and change. • The school leader's actions are not connected to learning opportunities.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is **highly effective** at articulating a clear instructional vision.	School leader is **effective** at articulating a clear instructional vision.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school's articulated and widely-shared vision of higher achievement is evident in all the school leader's actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realization. • The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. • The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.	*The following best describes what is observed:* • The school leader articulates the school's instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings that the school leader manages. • The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. • The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress towards the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at articulating a clear instructional vision.	School leader is **ineffective** at articulating a clear instructional vision.
The following best describes what is observed: • The school leader may know the vision of higher achievement for all students, but has not articulated it to those on his/her teams. • The school leader may act to ground the vision in the use of data or align it to standards, but may not track movement toward it. • The school leader may not ensure that the vision is shared widely. For example, some teachers and/or support staff that the school leader manages may not understand the vision, be able to articulate what it is, or be working toward it.	*The following best describes what is observed:* • The school leader may not believe in a vision of higher achievement for all students. • The school leader may not act to ground the vision in the use of data or align it to standards. • The school leader may have a vision developed independently and not share in the vision of the broader school community.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is **highly effective** at consistently implementing school-wide instructional practices.	School leader is **effective** at consistently implementing school-wide instructional practices.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects.	*The following best describes what is observed:* • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at consistently implementing school-wide instructional practices.	School leader is **ineffective** at consistently implementing school-wide instructional practices.
The following best describes what is observed: • The school leader may be able to identify some high-quality practices, but struggles to cement those across the school. • High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.	*The following best describes what is observed:* • The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices. • High-quality practices are not evident.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is **highly effective** at creating opportunities for ongoing learning and staff development.	School leader is **effective** at creating opportunities for ongoing learning and staff development.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader guarantees regular, timely professional learning opportunities as school needs and team member needs require. • The school leader ensures that professional learning opportunities support his/her teams' growth and capacity to work collaboratively to solve challenges and increase student achievement.	*The following best describes what is observed:* • The school leader creates regular opportunities for professional learning for members of the team(s) s/he manages. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.	School leader is **ineffective** at creating opportunities for ongoing learning and staff development.
The following best describes what is observed: • The school leader may recognize the need for professional development, but offers irregular opportunities for members of the team(s) s/he manages. • The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.	*The following best describes what is observed:* • The school leader may not act to ensure professional learning opportunities for members of the team(s) s/he manages. • The school leader does not ensure any connection between professional learning opportunities and school goals.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is **highly effective** at executing results-focused school operations and resource management.	School leader is **effective** at executing results-focused school operations and resource management.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. • The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.	*The following best describes what is observed:* • The school leader oversees the execution of results-focused school operations and resource management. • The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at executing results-focused school operations and resource management.	School leader is **ineffective** at executing results-focused school operations and resource management.
The following best describes what is observed: • The school leader may show little or no evidence that school operations are well-managed and/or linked to results. • The school leader may manage school operations and resource management without integrating teaching and learning needs.	*The following best describes what is observed:* • The school leader has few or no systems in place for the effective management of operations and resources. • The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
LF OL2	School leader is **highly effective** at developing and maintaining a positive, collaborative school culture.	School leader is **effective** at developing and maintaining a positive, collaborative school culture.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader ensures the implementation of a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty.	*The following best describes what is observed:* • The school leader promotes a positive school culture by establishing and supporting school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.	School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.
The following best describes what is observed: • The school leader takes limited steps to establish and/or support positive school culture. • The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.	*The following best describes what is observed:* • The school leader has done little or nothing to establish and/or support positive school culture. • The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is **highly effective** at aligning human resources to school needs.	School leader is **effective** at aligning human resources to school needs.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. • The school leader uses data to systematically hold self and those s/he manages accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.	*The following best describes what is observed:* • The school leader establishes high expectations for employee performance for those s/he manages. • The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs.* The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at aligning human resources to school needs.	School leader is **ineffective** at aligning human resources to school needs.
The following best describes what is observed: • The school leader may have high expectations for employee performance for those s/he manages, but may not share those frequently. • The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.	*The following best describes what is observed:* • The school leader does not have high expectations for employee performance and accepts underperformance regularly from those s/he manages. • The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is **highly effective** at using evidence-based growth and results to drive his/her actions.	School leader is **effective** at using evidence-based growth and results to drive his/her actions.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence.	*The following best describes what is observed:* • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader serves effectively in a leadership capacity on an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) and SchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked towards agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.	School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.
The following best describes what is observed: • The school leader may review school growth measures in the areas of his/her responsibility inconsistently and/or only in a few key areas, thus operating without an overall picture of how the areas of his/her portfolio impact overall school performance over time. • The school leader may rely on evidence for some decisions.	*The following best describes what is observed:* • The school leader may not track school growth closely or at all in the areas of his/her responsibility. • The school leader may not rely on evidence to make decisions.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is **highly effective** at engaging members of the school community.	School leader is **effective** at engaging members of the school community.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader includes all stakeholders in school improvement efforts in his/her areas of responsibility and reaches out to potential stakeholders proactively. • The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.	*The following best describes what is observed:* • The school leader includes all stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy, and/or DCPS initiatives).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at engaging members of the school community.	School leader is **ineffective** at engaging members of the school community.
The following best describes what is observed: • The school leader struggles to fully include stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader may only be able to connect stakeholders to one or two small initiatives.	*The following best describes what is observed:* • The school leader has no evidence of engaging stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is **highly effective** as a listener and communicator.	School leader is **effective** as a listener and communicator.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.	*The following best describes what is observed:* • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator,* who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** as a listener and communicator.	School leader is **ineffective** as a listener and communicator.
The following best describes what is observed: • The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness. • The school leader may establish positive interpersonal relationships with some school staff members. • The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.	*The following best describes what is observed:* • The school leader may lack clarity in his/her messages and/or be unresponsive. • The school leader fails to establish positive interpersonal relationships. • The school leader communicates ineffectively.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS		
LF LE4	School leader is **highly effective** at managing the change process.	School leader is **effective** at managing the change process.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate.	*The following best describes what is observed:* • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process,* preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance).
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at managing the change process.	School leader is **ineffective** at managing the change process.
The following best describes what is observed: • The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties. • The school leader may not see the potential pitfalls associated with the change process before they occur. • The school leader operates with a single leadership approach and/or practice.	*The following best describes what is observed:* • The school leader is unable to recognize the elements of the change process. • The school leader fails to comprehend how the change process impacts instructional and operational leadership. • The school leader does not operate within a set of effective leadership approaches.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is **highly effective** at constant personal learning.	School leader is **effective** at constant personal learning.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.	*The following best describes what is observed:* • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g. working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g. after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at constant personal learning.	School leader is **ineffective** at constant personal learning.
The following best describes what is observed: • The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities. • The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.	*The following best describes what is observed:* • The school leader exhibits little desire to grow and change. • The school leader's actions are not connected to learning opportunities.

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to http://www2.ed.gov/programs/teacherincentive/applicant.html to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:
In the case of a single applicant that is an LEA, check this box.

_X_ LEA

Group Applications:
Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

___ 2 or more LEAs
___ One or more SEAs and one or more LEAs
___ One or more nonprofit organizations and one or more LEAs (no SEA)
___ One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions
Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed. **Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.**

Absolute Priority 1			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Overview (a)(1) (e)(1)-(e)(5) (f)(1) (f)(2)	2 ,4, **9, 10,** 50-60	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	(a)(1)	9, 10	TIF Appendix – Additional Components Slide 2
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement,	(a)(2)(i) (a)(2)(ii) (c)(1) (c)(2) (c)(3)	**11-19,** 38-48	

retention, dismissal, compensation, professional development, tenure, and promotion;	(c)(4)		
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	(a)(1)(i) (a)(2)(v)	11-16, 21-23	
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools.	Overview (a)(2)(i) (a)(2)(iii) (a)(2)(v) (c)(4)	6-9, 13-29, 43-48	

Absolute Priority 2			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 2: Educator Evaluation Systems To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-	Overview (b)	2-4, 28-30	
(1) The frequency of evaluations, which must be at least annually;	(b) (b)(5)(i)	29, **34-36**, 38	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	(b)	28-30	DCPS Teaching and Learning Framework
(i) Two or more observations during each evaluation period;	(b)(1) (b)(3)	30-31, 33-34	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	(b)(2)(i) (b)(2)(ii) (b)(4) (b)(6)(ii)(A)	28-29, 31-33, 34, 38	TIF Appendix – Additional Components Slide 7
(iii) Additional factors determined by the LEA;	(b) (b)(5)(ii) (b)(6)(ii)(B) (b)(6)(ii)(C)	29, 36-38	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	(a)(2)(ii) (b)(5) (b)(5)(i)	19, 28-30, 34	TIF Appendix – Additional Components Slides 6-7

			Sample IMPACT Report
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Overview (a)(2)(ii) (b)(2) (b)(5) (e)(1)-(e)(5) (f)(1) (f)(2)	18, 28, 34-36, 50-60	

Absolute Priority 3			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—	n/a	n/a	n/a
(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—	n/a	n/a	n/a

(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;			
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	n/a	n/a	n/a
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	n/a	n/a	n/a
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	n/a	n/a	n/a
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	n/a	n/a	n/a
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	n/a	n/a	n/a

Competitive Preference Priority 4			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	n/a	n/a	n/a
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	n/a	n/a	n/a

Competitive Preference Priority 5			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for	Overview	8, **25-28**	

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;		23-24	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	(a)(2)(v)	21-22	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	(a)(2)(ii) (a)(2)(iv) (e)(1)-(e)(5) (f)(1) (f)(2)	19-22, 25-28, 50-56, 56-60	

Requirement 1			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Overview	3, 5, 7, 11, 13	TIF Appendix – Additional Components Slides 4-5
• Design Model 1 or 2		**23-24**	
• PBCS Optional Features		**23-24**	

Requirement 2			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	(a)(2)(ii) (d)(1)	20-21, 25, 48-50	DCPS Educator Support
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	(a)(2)(ii) (d)(2)	20-21, 50	DCPS WTU Letter of Support, DCPS Educator Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	(d)(3)	50	DCPS WTU Letter of Support

Requirement 3			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--			DCPS High Need Documentation
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;			DCPS High Need Documentation
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will			DCPS High Need Documentation

not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.	n/a	n/a	n/a

Documents

I. Letters
   a. Letter from Nathan Saunders, President, Washington Teachers Union
   b. Letter from Michael Taylor, DCPS Teacher
   c. Blog Post from Eric Bethel, DCPS Teacher
   d. Excerpts from emails written by teachers regarding IMPACT
   e. Excerpts from emails written by teachers regarding master educators
II. Additional Evidence
   a. Invitation to 2010 IMPACT Feedback Session
   b. List of 2010 IMPACT Feedback Sessions
   c. 2010 IMPACT Feedback Sessions Participant Agenda
   d. Announcement of 2011 IMPACT Feedback Sessions
   e. Sample Flyer from 2011 IMPACT Feedback Session
   f. List of 2011 IMPACT Feedback Sessions
   g. Sample Invitation to 2012 IMPACT Feedback Session
   h. 2012 Summary of Stakeholder Input

July 25, 2012

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(6)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

August 28, 2011

Good Evening Mr. Kamras,

I wanted to take a moment to thank you for your support. This year I reached the "Highly Effective" status for the second year in a row! As if this achievement weren't satisfying enough, I was able to pay off a student loan! (yay relief!) Most importantly, it makes me want to work harder in the classroom!

In August 2008, I arrived at McKinley Technology High School fresh out of college and deep in student debt. Many people (with the best of intentions) told me that I would teach for a few years and then move on to another profession. I put forth my best efforts to prove them wrong. My first year was riddled with rookie mistakes and sleepless nights. My second year was better, which gave me the confidence I needed to continue. My master educators gave me the resources and guidance that I needed to become a stronger teacher. Last year, I finally felt like I was making a real difference. As a new year begins, I fully anticipate that I will be able to increase student achievement.

I know that your job is often thankless, and that you sometimes face loud opposition. However, please remember that you have an army of teachers who fully support your reform efforts. Many of my colleagues and I are proud to teach in a district that is at the forefront of education reform. At the heart of every teacher is simply the intrinsic value of helping the make the lives of others better. Thank you for making teachers feel appreciated.

Thanks again for your support.

Sincerely,

Michael G. Taylor
Teacher, Social Studies Dept.
McKinley Technology High School
151 T Street NE | Washington, DC 20002
T 352.514.0971 | F 202.576.6279 | www.mckinleytech.org

DECEMBER 22, 2010 posted by Eric Bethel (www.studentsfirst.org)

Eric Bethel was a fifth grade teacher in the DC Public Schools when the new IMPACT teacher evaluation system was introduced last year, a system that rewards the highest performing teachers with bonuses and faster track promotions and removes low performing teachers from the system. Eric is too modest to say it up front in his guest blog, but he was rated Highly Effective because of the academic gains of his students and the ratings of the master educators and principal that evaluated him in the classroom. Learn more about Eric Bethel

It was extremely enriching to finally receive feedback that could help move my teaching forward. In the seven years prior, I never received feedback from an evaluation that allowed me to grow specific areas of instruction. In fact, most feedback was very general or nonexistent, as my principals were not content specialists or had grown to consider me a "strong" teacher, therefore scoring me highly with very little suggestions for growth. On the contrary, last school year, under IMPACT, observations revealed specific areas of my instruction that could be developed. As a result, I developed my instruction and served my students better.

IMPACT, specifically the Teaching and Learning Framework, has provided our district with a common language that defines effective teaching and learning. This common language is captured in nine different areas. Through the common language of the rubric, evaluators were able to pin point very specific components of my instruction that needed development.

In addition to growing instructionally, which would have been enough, IMPACT provided me the types of professional growth opportunities that make teaching in a tough district sustainable. Now that there was a way for our system to identify teachers, being identified as Highly Effective came with a host of invitations to be a part of leadership teams, focus groups, and other special opportunities. I was accepted to a fellowship that provided me the chance to work with our district's top-level leaders for six weeks over the summer. I learned a tremendous amount about all of the important aspects of education that take place outside of classrooms and schools. I was able to provide input to help our leaders better support us in the trenches. It was an amazing experience that contributed greatly to my professional growth.

Lastly, but certainly not least, especially if you ask my wife who has been dreaming of us owning our first home for years now, is the compensation connected with being a Highly Effective teacher. In the next few weeks, I am set to receive a Highly Effective bonus that is about half of my entire teacher's salary from last year. This bonus will greatly contribute to our dream. It is incredible that my district has moved beyond the lip service that teachers have become accustomed to hearing and has actually decided to show that they get how meaningful yet challenging teaching is. They are showing that they get it by appropriately compensating teachers who can do a great job at this extremely meaningful and incredibly challenging work. **Being a Highly Effective teacher in DC has been life changing!**

…Surprisingly, it was the IMPACT system that made me more interested in being a part of educational policy. Initially, I was frustrated at how the system was rolled out and implemented. It just seemed as if the system was intended to see failure in teachers, not their successes. As I went through the process with my master educators and administrators, my perspective slowly began to change. For the first time in a very long time, I finally felt like I was being respected as a professional, and that a process was put in place to hold me accountable for my performance. As a result, I began to become more interested in further developing my leadership skills as an educator.

– Teacher, School Without Walls

The IMPACT system appears to have the resources to recognize strong teachers and to identify what areas teachers need improvement. I have benefited greatly from the system and appreciated the feedback and collaboration with my master educator, principal, and special education coordinator.

– Teacher, Barnard ES

As a teacher who has received a Highly Effective rating, I feel that a big change this past year was the appreciation and excitement for good teachers. The IMPACT bonuses played a huge part in this excitement and giving raises for teachers who are not only doing their job – but doing a great job – has been a good incentive to retain strong teachers. I also feel that the "Standing Ovation" was a special night to recognize strong teachers and make them feel really appreciated. I was able to take this enthusiasm and excitement back into my classroom which motivated me to keep working hard and doing a good job for my students.

– Teacher, Hyde-Addison ES

…I was not 100 percent happy with my IMPACT score last year and I made it my personal mission this year to do my best to change it. One thing I chose to do was seek the help of a colleague I knew was performing well as a teacher. This year I am performing just as well as she is because she helped me see my simple mistakes that were so easy to improve.

– Teacher, Ketcham ES

I am currently taking the Master Educators' Teach 1: Elementary Mathematics course. Starting the first week, I gained a greater understanding of the ideas within Teach 1, and I was able to immediately begin to refine my objectives to be more specific and measurable. The course has also taught me how to better align each part of a lesson with the objective. My increased understanding of Teach 1 has lead to clearer instruction, easier lesson planning, and improved scores on my IMPACT assessments by both my principal and master educator. I am definitely pleased with the outcomes of this PD experience!

– Teacher, school unspecified

Demonstration of Educator Support

After teaching for 15 years, I finally received quality feedback from a formal observation. Let me tell you about the master educator. She is awesome! She is professional! She knows IMPACT and can give you accurate feedback!

– Elementary Teacher, Seaton ES

I want to thank you for everything this week. I love my job, but I work in a place where efforts are not always recognized and certainly not equally. I have become desensitized to it. You have inspired me. You have helped me see that my efforts are not in vain.

– Science Teacher, Cardozo SHS

Thank you so much for your kind words, and for sitting down to talk with me yesterday. The first few weeks of teaching have been a bit of a struggle as we talked about, so I really can't tell you how much I appreciated your suggestions for improvement and your candid advice. I am very excited about the new literacy resources we talked about, and I'm looking forward to working with you more this year!

– Special Education Teacher, Columbia Heights EC

Thank you for your time and your advice about my teaching. It was with pleasure that I follow your suggestions and was impressed by the level of professionalism by which you conducted the conference. I know that DCPS has found a real master educator, capable of understanding in depth his role, supporting educators across all levels. I not only applaud your expertise but also the level of commitment and efforts to understand educators in their own setting: The classroom. It is with confidence that I will be able to follow your advice and also to speak highly about your vision and role as ME.

– Dual Language Teacher, Oyster-Adams Bilingual School

I would like to thank you, for taking time out of your hectic schedule to meet with us teachers. It shows a lot about your character and how committed you are to the job. I thank you, we thank you. You have put us at ease and put a feeling behind the title of a master educator… Please continue doing what you're doing, it works and helps. Thank you so very much.

– Early Childhood Teacher, Noyes EC

I wanted to thank you for the honest and thoughtful evaluation and conference. I really appreciated the suggestions and guidance you offered. I can't tell you how helpful it is to have an honest and considerate conversation about what I am doing in the classroom, especially during these first few months.

– Special Education Teacher, Ketcham ES

Demonstration of Educator Support

You are incredible! These ideas are amazing. Suggestions like these are so helpful to my teaching and my students' learning. Your ideas sparked other ideas for me and I cannot thank you enough for all the support you have given me.
– Math Teacher, Deal MS

Thank you again for your help. I wish that I could have demonstrated a more effective lesson for my observation, but I guess now the only place to go is up! I'm not sure that you will be back to observe me again, but if so, I hope that you will see a much more competent and effective teacher.
– Early Childhood Teacher, Barnard ES

Thank you again for yesterday's thoughtful, professional ratings conference. Your detailed report will certainly help me to improve as an educator, and I truly appreciate all the effort you put into it.
– Elementary Teacher, King ES

Thank you for your suggestions the other week. I took some time to go over rules and procedures and had a few of the troublesome kids buy in.
– Math Teacher, Dunbar SHS

Thank you so much! I really appreciate all of the support. You took a lot of time from your family to help me and I'm grateful to you for it. I feel like you are really working hard to help us improve our teaching practice and that your conversations will be productive and fruitful.
– ESL Teacher, Powell ES

I appreciate your positive approach for growth not only with the students but also the instructor. In my final year of teaching, it is quite enhancing to have a professional make creative and insightful recommendations. Thanks for the motivation.
– English Teacher, CHOICE Academy

I just wanted to take this opportunity to thank you for coming in and providing me with feedback. In fact I implemented it the very same day. On the lesson plan format I use, I put reminders at the top of the page.
– Special Education Teacher, Miner ES

I did indeed use some of your recommendations today and am mindful teaching is a fluid process and the age ranges and wide gap in instructional style is a challenge. Again, I appreciate your courtesy and helpful feedback.
– Early Childhood Special Education Teacher, Burroughs EC

Thank you so much for taking time to meet with me today. Your ideas around word work and homonyms were helpful and definitely gave me some things to think about and incorporate in my practice.
– English Teacher, Columbia Heights EC

I would like to thank you for your words of wisdom during my post observation conference. I plan to use your comments in improving the various teaching techniques you suggested.
– Elementary Teacher, Burroughs EC

Demonstration of Educator Support

I just wanted to thank you for the pointers you gave me to help my students reach their highest potential. I tried probing for higher-level understanding. I'm going to continue to do what it takes for the best interest of my students.
– Early Childhood Teacher, Randle Highlands ES

Thank you so much for the feedback and meeting with me yesterday. I already implemented one of the strategies you suggested yesterday. I think the more consistently I use these strategies, the better their behavior will become!
– Early Childhood Teacher, Powell ES

[My master educator] gave me the most constructive and practical feedback I have received in my 3 years of being part of the DCPS evaluation system. She answered every last one of my very detailed questions regarding ideas I want to implement based on her suggestions. Furthermore, she provided even more suggestions that worked for her while she was teaching.
– English Teacher, Ballou HS

Our conversation was more helpful than I can even explain. I can't wait for your next lesson.
– Elementary Teacher, Key ES

Thank you for being so happy all the time. If you came in stressed, I would have shut down too and would have become really jaded really fast.
– Science Teacher, Coolidge SHS

It was a pleasure meeting and working with you on your visit. It is always a treat to be able to discuss matters with someone who totally understands.
– Science Teacher, Ellington School for the Arts

Thank you for a very informative and instructional post observance conference on Tuesday evening. I want you to know that I did go over the document and I shall make appropriate alterations to my teaching based on your observations and comments. I want to thank you too for the frankness of our discussion. I found your commentary to be fair and helpful.
– Social Studies Teacher, School Without Walls SHS

Let me extoll the virtues of two fine ME's… They are helpful, considerate, generous with their time, for example, go out of their way to help---and are here to help. They both deserve kudos. Both have given suggestions on how to tighten up and improve a couple lessons I have been working out.
– Elementary Teacher, Plummer ES

Thanks for sending the report! Also, the blue/red questions guide looks awesome as well. …. I can't thank you enough for your continued support and your feedback. I appreciate your willingness to come back and discuss things further this year.
– Elementary Teacher, Key ES

I don't know if you remember me; I'm sure you meet many different teachers…. You emailed me once to see how everything was going in the classroom. I really appreciated your thoughtfulness as well as your constructive criticism…The purpose of this email is to let you know that you made an impression on me and that you were on my mind. I wish you a wonderful remainder of the year. Thank you for who you are.
– Early Childhood Teacher, J.O. Wilson ES

I finally got to this article. It definitely gives me a better idea of where I am trying to go in Math with tiered lessons. It was encouraging, because it said you will not arrive at differentiated instruction in the classroom over one night….Keep me in mind for more articles and ideas. I truly appreciate everything you have done for me. Thank you.
–Early Childhood Teacher, Shepherd ES

As always, thank you so much for your incredibly helpful feedback, insight, and suggestions…I am greatly appreciative of the time, energy, and thoughtful consideration you gave me during the conference and in your written feedback. I will keep in touch about future questions/breakthroughs/applications. Thank you so much!
– Elementary Teacher, King ES

I wanted to thank you for taking the time out to help me better my profession. In the 30 minutes we conversed I learned so much from you. After reading the books you provided for me and after our conversation I was able to clearly differentiate my lessons and save instruction time by implementing "turn and talk." During our reader's workshop and writer's workshop I was able to provide each child with a word bank and different types of paper for each child based on their skill level. Then I had them turn and talk to their peanut butter and jelly partners. The results were wonderful! We transitioned with ease and each student had a task to complete that was catered to their exact skill level. I was so excited! Thank you for your constructive suggestions! I truly appreciate it!
– Early Childhood Teacher, Truesdell EC

I wanted to thank you for your help and support. I was very nervous about this whole IMPACT process and I feel a lot more comfortable as you have really taken the time to help me grow. I truly value your expertise and I really would love to sit down with you and get some more feedback and ideas for better management and design of lessons. Being that I am new I can take all the help and guidance I can get!
– Elementary Teacher, Eaton ES

I just wanted to say that I enjoyed your visit and appreciate your input and encouragement. I will take your suggestions to heart and strive to teach with excellence.
– Elementary Teacher, Truesdell EC

I had a couple of free moments—yes, it happens occasionally— and I wanted to send you a heartfelt, "Thank You." Thank you for listening and being so gracious. I learned a lot from you and I look forward to engaging you in conversation throughout the school year via the internet. I am definitely going to look at the articles that you referenced and create my questioning cheat sheet from the PowerPoint presentation. In closing, I just want you to know that I am going to carry my evaluation around in my pocket everyday to remind me of staying on point.
– Middle School Teacher, Wheatley EC

Thank you for coming. I am blessed to have you as my Master Educator. Please, if you will have training in the future, please inform me so I can attend.
– Special Education Teacher, Prospect LC

Thank you so much. I also enjoyed our conversation very much and look forward to discussing more teaching matters in the future. Thank you for the offer to use your expertise and experience as a resource

for how to better our classroom. You were a breath of fresh air on Monday. Thank you for your helpfulness and feedback. I look forward to implementing suggestions you made.
– Special Education Teacher, Spingarn SHS

Thank you so much for the updated score report. I am very pleased. Additionally, I wanted to reiterate my thanks for making this the type of feedback IMPACT is intended to provide. I feel like you did a great job of identifying things I did well and providing very useful resources to help me improve.
– Elementary Teacher, Key ES

Good evening! I wanted to thank you for the feedback and materials you provided me from my last observation. I appreciate the time and suggestions you prepared for me, as well as the time you spent speaking with me this week. An English teacher and I spent a couple hours today working on and with your warm-up organizer/activity and how we can utilize it this term. It really is a great tool for both teachers and students--thank you!
– Social Studies Teacher, Spingarn SHS

Thank you so much for all your helpful advice and suggestions. I'm particularly grateful for the time you spent with me yesterday during the post IMPACT evaluation conference. The additional specific and detailed strategies for possible use in middle school classes are very valuable to me to better my instructions. I appreciate your kindness and patience in sharing your expertise in foreign language teaching. I just emailed the contact you suggested to ask for a privilege to observe one of his classes.
– Foreign Language Teacher, Emery EC

Hi, thanks for coming today. I was so glad to see you as I trust your observations and value your feedback.
– Elementary Teacher, Eaton, ES

It was so wonderful to see you last week! I really appreciate that you take the time to come to our first grade meetings, and I think it makes all of us feel more positively about the whole master educator program, so that's major!
- Elementary Teacher, Horace Mann ES

Thanks for doing what you so magically do. I remember being afraid and looking at you across the table when IMPACT was so new last year and learning so much. These teachers are blessed and are better for having this experience with your whole team.
– Mentor Teacher, Office of Professional Development

I just wanted to say thank you for the thoughtful comments you made on the IMPACT evaluation. Having met you at the first grade teachers meeting, I was so excited when you walked into my classroom because I knew that you would be able to give me feedback on the workshop model and offer suggestions….You have an open invitation to pop in my classroom anytime you are at Murch or in the neighborhood. Thanks again for everything, you made my week!
–Elementary Teacher, Murch EC

Thanks for everything including your comments, recommendations and help. I hope that I will keep having you as my "Master Teacher". I think I will continue to communicate with you. It is also a great pleasure to have you as my guide and mentor.
– Itinerant ELL/Bilingual Teacher

Demonstration of Educator Support

You have been one of the most helpful people that I have come to know during my teaching career in DCPS.
– Early Childhood Teacher, Truesdell EC

In speaking with my coach, we were commenting on how great many master educators are with providing feedback as well as suggestions that are helpful and useful. Many of us teachers appreciate the feedback from master educators.
– Elementary School Teacher, Bruce-Monroe ES

I was observed today by my principal and I am confident I scored a 4 with my higher-order questions. I'll keep you posted. I can't believe one meeting could be more informative and helpful than countless PD's. You rock! Thanks for being so incredibly good and what you do.
– Elementary School Teacher, Bancroft ES

Thanks again for your time. I have applied much of what we discussed and have seen some success in my classroom. More specifically, my reading small groups are running smoothly and I am able to get a better picture of where my students are during this period…I know this email is sort of me rambling on but I did want to let you know your time was appreciated and valued. Now, when are you available to meet again?
– Elementary Teacher, Malcolm X ES

This is my first year teaching art in the district and like any new job, lots of things to learn and do. master educator observations (new experience) turned out to be a valuable learning experience, I was able to glean from their experience and grow as an educator. One of the music MEs who observed me, did research and educated herself on the art experience so that she could inform me. I was so impressed and appreciative of the effort she put forth on my behalf. She gave me detailed points on the things I did well (thank you), and suggestions to help me incorporate into my everyday routine of teaching. And one of the art MEs also gave great suggestions and fantastic ideas that I could utilize. I loved having an opportunity to discuss the ins and outs of being an art teacher with another art teacher... LOVED it! Both of the ME's went above and beyond and I wanted to let you know; Sir, they did great.
– Teacher, M.C. Terrell / McGogney ES

To All DCPS Staff,

I am writing to you to announce a series of feedback sessions about the Teaching and Learning Framework and IMAPCT. I'm hoping that you can attend one or more of the 78 sessions listed in the attached document to help guide the development of the 2010-2011 versions of these initiatives. Your input is invaluable to this process. Please note that we will also be conducting a survey of all staff to gather feedback; look for an email about this in the coming weeks. Finally, feel free to contact me directly at any time to share your ideas for next year.

Thank you so much,

Michelle Rhee
Chancellor

Demonstration of Educator Support

Date	Focus	Location
March 8	Ward 8 Teachers	Savoy ES (2400 Shannon Pl. SE)
March 10	Ward 5 Teachers	Coolidge SHS (6315 5th St. NW)
March 11	Ward 6 Teachers	Tyler ES (1001 G. St. SE)
March 15	Ward 2 Teachers	School Without Walls SHS (2130 G. St. NW)
March 16	Ward 7 Teachers	Kenilworth ES (1300 44th St. NE)
March 17	Ward 5 Teachers	Luke C. Moore Academy SHS (1001 Monroe St. NE)
March 18	Ward 3 Teachers	Thomas ES (650 Anacostia Ave. NE)
March 22	Dual Language Teachers	Bruce-Monroe ES @ Park View (3560 Warder St. NW)
March 22	Instructional Coaches	McKinley Tech. HS (151 T St. NE)
March 23	Ward 1 Teachers	Tubman ES (3101 13th St. NW)
March 24	WTU Members	Hosted by WTU – Location TBD
March 24	Program Coordinators & Deans	McKinley Tech. HS (151 T St. NE)
March 25	Special Education Teachers	Emery EC (1720 1st St. NE)
March 25	Librarians	Logan PD Annex (215 G St. NE)
April 6	ESL Teachers	Ross ES (1730 R St. NW)
April 6	Mentor Teachers	McKinley Tech HS (151 T St. NE)
April 7	Early Childhood Teachers	Plummer ES (4601 Texas Ave. SE)
April 7	Related Service Providers	McKinley Tech HS (151 T St. NE)
April 9	STAY Teachers	Ballou STAY (3401 4th St. NE)
April 12	Art & Music Teachers	Ellington School of the Arts (3500 R St. NW)
April 12	Special Education Coordinators	McKinley Tech. HS (151 T St. NE)
April 13	WTU Members	Hosted by WTU – Location TBD
April 14	High School Teachers	McKinley Tech. HS (151 T St. NE)
April 15	Special Education Teachers	Teansition Academy @ Shadd (5601 East Capital St. SE)
April 15	Instructional Paraprofessionals	Logan PD Annex (215 G St. NE)
April 19	Reggio Emilia Teachers	Montgomery ES (421 P St. NW)
April 19	Psychologist	Logan PD Annex (215 G St. NE)
April 20	CTE Teachers	Phelps Architecture, Construction, and Engineering HS (704 26th St. NE)
April 20	Custodial Staff	Logan PD Annex (215 G St. NE)
April 21	YSC & IYP Teachers	Youth Services Center (1000 Mt. Olivet Rd. NE)
April 21	Business Managers	Logan PD Annex (215 G St. NE)
April 22	Middle Scool Teachers	Shaw MS @ Garnet-Patterson (2001 10th St. NW)
April 22	Office Staff	Logan PD Annex (215 G St. NE)

Demonstration of Educator Support

Date	Focus	Location
April 26	High School Teachers	Columbia Heights Education Campus (1301 16th St. NW)
April 26	Registrars	Logan PD Annex (215 G St. NE)
April 27	Dual Language Teachers	Oyster-Adams Bilingual School (2801 Calvert St. NW)
April 27	CSO Members	Logan PD Annex (215 G St. NE)
April 28	Art & Music Teachers	Smothers ES (440 Brooks St. NE)
April 28	Teamster Members	Logan PD Annex (215 G St. NE)
April 29	Montessori Teachers	Watkins ES (Capitol Hill Cluster) (420 12th St. SE)
April 29	AFSCME Members	Logan PD Annex (215 G St. NE)
May 3	WTU Members	Hosted by WTU – Location TBD
May 3	Group 20 Members	Logan PD Annex (215 G St. NE)
May 5	Special Education Teachers	Barnard ES (Lincoln Hill Cluster) (430 Decatur St. NW)
May 6	Middle School Teachers	Deal MS (3815 Fort Dr. NW)
May 6	Instructional Coaches	Logan PD Annex (215 G St. NE)
May 10	Elementary Teachers	Payne ES (305 15th St. SE)
May 10	Program Coordinator & Deans	Logan PD Annex (215 G St. NE)
May 11	Health and P.E. Teachers	Cardozo SHS (1200 Clifton St. NW)
May 12	Early Childhood Teachers	Thomson ES (1200 L St. NW)
May 12	Librarians	Logan PD Anex (215 G St. NE)
May 13	ESL Teachers	H.D. Cooke ES (2525 17th St. NW)
May 13	Special Education Coordinators	Logan PD Annex (215 G St. NE)
May 17	Social Workers	Logan PD Annex (215 G St. NE)
May 18	Ward 8 Teachers	Malcolm X ES (1351 Alabama Ave. SE)
May 19	Ward 1 Teachers	Raymond EC (915 Spring Rd. NW)
May 19	Instructional Paraprofessionals	Logan PD Annex (215 G St. NE)
May 20	Ward 4 Teachers	Takoma EC (Piney Branch Rd. NW)
May 20	Office Staff	Logan PD Annex (215 G St. NE)
May 24	Ward 7 Teachers	Aiton ES (533 48th Pl. NE)
May 24	Custodial Staff	Logan PD Annex (215 G St. NE)
May 25	Ward 5 Teachers	Noyes EC (2725 10th St. NE)
May 25	Business Managers	Logan PD Annex (215 G St. NE)
May 26	Ward 2 Teachers	Seaton ES (1503 10th St. NW)
May 26	All Office Staff	Logan PD Annex (215 G St. NE)
May 27	Ward 3 Teachers	Janney ES (4130 Albemarle St. NW)
June 1	Ward 6 Teachers	Brent ES (301 North Carolina Ave. SE)
June 1	CSO Members	Logan PD Annex (215 G St. NE)

Demonstration of Educator Support

Date	Focus	Locations
June 2	Elementary Teachers	Key ES (5001 Dana Pl. NW)
June 2	Teamster Members	Logan PD Annex (215 G St. NE)
June 3	AFSCME Members	Logan PD Annex (215 G St. NE)
June 8	High School Teachers	Ballou SHS (3401 4th St. SE)
June 9	Elementary Teachers	Eaton ES (3301 Lowell St. NW)

Agenda

1. Warm-up
2. Silent conversation
3. Group discussions
4. Share out from group discussions
5. Final thought

Warm-Up

On one side of your index card, please write one strength of the current IMPACT system. On the other side, please write one area for improvement.

Topics for Silent Conversation and Group Discussions:

1. **TLF standards and rubric:** What changes should be made to the TLF standards or to the rubric for a particular standard?
2. **Procedures:** Do you think that any changes should be made in the observation procedures? (For example, length of observations, number of observations, announced vs. unannounced, structure of conference)
3. **Support:** What types of support would be helpful to you, and how should they be made available?
4. **Student Achievement Measures**: How can we improve our measurement of a teacher's student achievement growth, particularly for teachers in non-tested subjects?
5. **Other:** Do you have any other thoughts or comments about how we should change IMPACT for next year?

Final Thought

In your opinion, what are the most important changes that DCPS should make to the TLF and IMPACT for next year?

Dear Principal,

We have just announced a series of feedback sessions that will focus on how central office can best support teachers' growth and development. I am writing to ask for your help in ensuring that your teachers are aware of these sessions.

You'll find included in this packet some flyers with information on both the front and the back: one side announcing the sessions that will be held in your ward and a second side listing all sessions.

I would be very grateful if you could ensure that both sides of these flyers are posted in a visible location at school and that copies are placed in teachers' mailboxes.

Thank you in advance for your help with this important initiative. These sessions will allow us to collect invaluable feedback from our teachers.

Best,

Jason Kamras,
Chief, Office of Human Capital

TEACHER SUPPORT AND DEVELOPMENT FEEDBACK SESSIONS

Calling all DCPS ***WARD 1*** *educators*

Tell us how we can better support you.

Central office **staff members** are coming to a school near you to hear your thoughts on:

Demonstration of Educator Support

Date	Focus	Location
March 29	Ward 8 Educators	Simon ES (401 Mississippi Ave. SE)
March 30	Special Education Educators	Sharpe Health School (4300 13th St. NW)
March 31	Ward 4 Educators	Barnard ES (430 Decatur St. NW)
March 31	Middle School Educators	Walker-Jones EC (1125 New Jersey Ave. NW)
April 5	Early Childhood Educators	King ES (3200 6th St. SE)
April 6	Ward 5 Educators	CHOICE Academy (1401 Brentwood Pkwy. NE)
April 11	Ward 7 Educators	Kelly Miller MS (301 49th St. NE)
April 12	Ward 3 Educators	Key ES (5001 Dana Pl. NW)
April 13	Ward 2 Educators	Francis-Stevens EC (2425 N St. NW)
April 26	Elementary School Educators	Payne ES (1445 C St. SE)
April 27	Ward 1 Educators	Cleveland ES (1825 8th St. NW)
April 28	Ward 6 Educators	Ludlow-Taylor ES (659 G St. NE)
May 2	Middle School Educators	Shaw MS @ Garnet-Patterson (2001 10th St. NW)
May 3	High School Educators	Cardozo HS (1200 Clifton St. NW)
May 4	Early Childhood Educators	Maury ES (1250 Constitution Ave. NE)
May 5	Ward 8 Educators	Kramer MS (1700 Q St. SE)
May 9	Special Education Educators	Garrison ES (1200 S St. NW)
May 11	Ward 7 Educators	Randle Highlands ES (1650 30th St. SE)
May 12	Ward 3 Educators	Deal MS (3815 Fort Dr. NW)
May 12	Ward 4 Educators	Whittier EC (6201 5th St. NW)
May 17	Ward 6 Educators	Tyler ES (1001 G. St. SE)
May 18	Elementary School Educators	Murch ES (4810 36th St. NW)
May 19	Ward 2 Educators	Ellington School of the Arts (3500 R St. NW)
May 23	Special Education Educators	Eastern HS (1700 East Capitol St. NE)
May 23	High School Educators	Luke Moore Academy (1001 Monroe St. NE)
May 25	Ward 1 Educators	Bancroft ES (1755 Newton St. NW)
May 31	Ward 5 Educators	McKinley Technology HS (151 T St. NE)

Dear Educator,

We are writing to remind you about the upcoming feedback session taking place in Ward 1. The session will be held at **Benjamin Banneker HS (800 Euclid St. NW) on Tuesday, March 6 from 4:30-6:00 p.m.** A flyer is attached for more information. This feedback session will focus on how central office can best support teachers' growth and development.

If you are unable to attend the Ward 1 session, we encourage you to attend a session taking place in any of the other wards across the district. The complete schedule is attached to this email. During these sessions, we will invite educators from across the city to provide input on topics including IMPACT for 2012-2013, professional development, teacher career ladders, and performance pay.

We hope that you will find time to attend at least one session, as your insight is vital in shaping these central office initiatives.

Thank you for your commitment to our students. We look forward to seeing you soon.

Best,

The Teacher Effectiveness Strategy Team

Demonstration of Educator Support

- **School Leader Task Force:** Biweekly meetings over five months with 12 school leaders, representing a variety of experience levels, school types, and wards
- **Surveys:** Online surveys distributed to all principals, assistant principals, teachers, and staff members (525 total responses)
- **Teacher-Led Feedback Sessions for Educators:** 17 sessions in schools facilitated by members of the Chancellor's Teachers' Cabinet
- **Central Office-Led Feedback Sessions for Educators:** 12 sessions, including one in each ward, to gather feedback on draft changes
- **Instructional Superintendent Meetings:** One-on-one meetings with each superintendent in November, presentations at superintendent meetings in December and February to discuss draft changes, and additional one-on-one meetings in June
- **Principal Phone Calls:** 10 calls conducted with principals in June to review changes
- **Central Office Task Force:** Biweekly meetings over five months with 13 senior staff members from across OHC, OCAO, and OSE
- **WTU meetings:** Initial meeting in October; regular check-ins with Jason Kamras during the year

DISTRICT OF COLUMBIA

High Need Documentation

DCPS currently operates 123 schools. 99 schools meet the definition of a high-poverty schools as defined by "a school with 50 percent or more of its enrollment from low-income families, based on eligibility for free or reduced-provide lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use."

This means 80.48% of DCPS schools are classified as high need.

	School	**Percent of Students Eligible for Free or Reduced-Price Lunch**
1	Hendley Elementary School	99.12%
2	Ferebee-Hope Elementary School	96.41%
3	M.L. King Elementary School	96.34%
4	Moten Elementary School @ Wilkinson	95.41%
5	Drew Elementary School	94.56%
6	Aiton Elementary School	94.52%
7	Mamie D. Lee School	93.98%
8	Tubman Elementary School	93.25%
9	Ketcham Elementary School	92.49%
10	M.C. Terrell/ McGogney Elementary School	92.45%
11	Garfield Elementary School	92.34%
12	Kenilworth Elementary School	91.80%
13	Nalle Elementary School	91.75%
14	Amidon-Bowen Elementary School	91.64%
15	Davis Elementary School	91.62%
16	Noyes Education Campus	91.46%
17	Bruce-Monroe Elementary School @ Park View	91.12%
18	Kimball Elementary School	90.59%
19	Browne Education Campus	90.56%
20	Plummer Elementary School	90.05%
21	Prospect Learning Center	89.81%
22	Stanton Elementary School	89.73%
23	Brightwood Education Campus	89.54%
24	Eliot-Hine Middle School	89.45%
25	Raymond Education Campus	89.38%
26	Patterson Elementary School	88.83%
27	Kramer Middle School	88.33%
28	Orr Elementary School	88.22%
29	Hart Middle School	88.03%

30	J.O. Wilson Elementary School	87.42%
31	Garrison Elementary School	87.38%
32	Truesdell Education Campus	87.24%
33	Savoy Elementary School	87.10%
34	Langley Elementary School (Formerly Emery EC)	86.84%
35	C.W. Harris Elementary School	86.82%
36	Simon Elementary School	86.55%
37	Thomas Elementary School	86.43%
38	Smothers Elementary School	86.16%
39	Powell Elementary School (Lincoln Hill Cluster)	86.11%
40	Seaton Elementary School	86.09%
41	Whittier Education Campus	85.88%
42	Dunbar High School	85.82%
43	Sharpe Health School	85.71%
44	Turner Elementary School @ Green	85.61%
45	Columbia Heights Education Campus (CHEC)	85.44%
46	Wheatley Education Campus	85.16%
47	Marie Reed Elementary School	84.75%
48	Johnson Middle School	84.69%
49	Ron Brown Middle School	84.39%
50	Shaw Middle School @ Garnet-Patterson	84.18%
51	Houston Elementary School	84.16%
52	Winston Education Campus	83.83%
53	Kelly Miller Middle School	83.76%
54	Burrville Elementary School	83.70%
55	Sousa Middle School	83.52%
56	MacFarland Middle School (Lincoln Hill Cluster)	83.49%
57	LaSalle-Backus Education Campus	83.28%
58	Cleveland Elementary School	83.15%
59	Randle Highlands Elementary School	83.12%
60	Payne Elementary School	83.05%
61	Ludlow-Taylor Elementary School	83.00%
62	Malcolm X Elementary School	82.92%
63	Anacostia High School	82.42%
64	Miner Elementary School	82.21%
65	Washington Metropolitan High School (formerly YEA)	82.13%
66	Ballou High School	81.82%
67	Ballou STAY	81.82%
68	Barnard Elementary School (Lincoln Hill Cluster)	81.61%
69	Takoma Education Campus	81.43%

70	Spingarn High School	81.33%
71	Spingarn STAY	81.33%
72	Bancroft Elementary School	80.86%
73	CHOICE Academy	80.61%
74	H.D. Cooke Elementary School	79.89%
75	Burroughs Education Campus	79.73%
76	Beers Elementary School	78.79%
77	Luke Moore Alternative High School	78.28%
78	Walker-Jones Education Campus	77.61%
79	Jefferson Middle School	77.57%
80	Langdon Education Campus	76.98%
81	Brookland Education Campus @ Bunker Hill	76.64%
82	Thomson Elementary School	75.99%
83	H.D. Woodson High School	75.98%
84	Phelps Architecture, Construction and Engineering High School	75.30%
85	Marshall Elementary School	73.91%
86	Leckie Elementary School	73.20%
87	Cardozo High School	72.41%
88	West Education Campus	72.13%
89	Coolidge High School	68.48%
90	Eastern High School	68.95%
91	Roosevelt High School	66.00%
92	Roosevelt STAY	66.00%
93	Francis-Stevens Education Campus	65.40%
94	Tyler Elementary School	63.05%
95	Benjamin Banneker High School	61.02%
96	Stuart-Hobson Middle School (Capitol Hill Cluster)	54.21%
97	McKinley Technology High School	50.15%
98	Youth Services Center	31.00%
99	Incarcerated Youth Program, Correction Detention Facility	19.00%

DISTRICT OF COLUMBIA

DCPS Key Personnel

Kaya Henderson, Chancellor

Kaya Henderson currently serves as the Chancellor of DC Public Schools. As Chancellor, Ms. Henderson is committed to holding all students to high expectations, providing them with access to high quality teachers, and creating the most rigorous and innovative instructional environments to ensure their success.

Ms. Henderson's education career began as a middle school Spanish teacher in the South Bronx in New York City. After her time in the classroom, Ms. Henderson went on to work as a recruiter, national admissions director, and DC Executive Director for Teach For America.

In 2000, she began her work with The New Teacher Project (TNTP), where she became the Vice President for Strategic Partnerships.

Ms. Henderson came to DCPS as Deputy Chancellor in 2007. During her time as Deputy Chancellor, she oversaw the district's human resources and human capital work. In this position, she served as chief negotiator for the groundbreaking 2010 contract between DCPS and the Washington Teachers' Union, and led the development of IMPACT, a new and innovative professional development and evaluation system designed to ensure that an effective teacher is at the head of every DCPS classroom. Ms. Henderson's human capital work at DCPS has served as a model for school districts throughout the country.

Ms. Henderson received her bachelor's degree in International Relations and her master's degree in Leadership from Georgetown University.

Jason Kamras, Chief of Human Capital

Jason Kamras currently serves as the Chief of Human Capital for the District of Columbia Public Schools. In this role, he leads the district's efforts to ensure that its teachers, school leaders, and central office staff members are the best in the nation.

Before joining central office, Mr. Kamras taught mathematics for eight years at John Philip Sousa Middle School in DCPS. He began teaching in 1996 as a member of Teach For America and was named National Teacher of the Year by President Bush in 2005.

After his work in the classroom, Mr. Kamras served as the Director of Teacher Human Capital for DCPS. In this position, he led the development of the IMPACT performance management system as well as the IMPACT*plus* performance-based compensation system. Mr. Kamras also helped negotiate the district's groundbreaking contract with the Washington Teachers' Union.

Mr. Kamras holds a bachelor's degree in Public Policy from Princeton University and a master's degree in Education from Harvard Graduate School of Education.

John Davis, Chief of Schools

John Davis currently serves as the Chief of Schools for the District of Columbia Public Schools. In this role, Mr. Davis advises Instructional Superintendents as they support and lead principals.

Mr. Davis began his educational career as a teacher in Baltimore City, teaching middle school math and earning a Teacher of the Year award in 1997.

After six years in Baltimore City, he spent two years at the Laikipia Baraka School in Nanyuki, Kenya – a school that brought rising Baltimore seventh graders to the bush of Kenya for two years of instruction. At The Baraka School, Mr. Davis served as a teacher and Head of School.

Upon returning to the states, Mr. Davis continued teaching for two years before becoming the principal of New Era Academy – one of the first two Innovation High Schools that served as a key component in Baltimore City's High School Transformation effort.

In 2007, Mr. Davis joined central office in DCPS as the Director of School Leadership Strategy on the Human Capital team. He transitioned to the role of Instructional Superintendent in August of 2008.

Mr. Davis earned a bachelor's degree in Welding Engineering from Ohio State University and a master's degree in Educational Administration and Supervision from Johns Hopkins University.

Carey Wright, Chief Academic Officer

Dr. Carey Wright currently serves as the Chief Academic Officer for the District of Columbia Public Schools. In this capacity, she provides leadership for PK-12 education, including management of the offices of Curriculum and Instruction, Early Childhood Education, Secondary School Transformation, Bilingual Education, Out of School Time, Educational Technology, Youth Engagement, and Library Media Services.

Dr. Wright began her career in education in Prince George's County Public Schools in Maryland. She went on to work in Howard County Public Schools in Maryland, where she served as a teacher and a principal for fifteen years. She also served as the Director of Special Education and Student Services.

From 2003 to 2009, Dr. Wright served as the Associate Superintendent for the Office of Special Education and Student Services in Montgomery Public Schools in Maryland. In this capacity, she was responsible for special education programming for 17,000 students with disabilities, managing a budget of $325 million, overseeing non-public placements and alternative programs, providing special education staffing for 200 schools, the provision of K-12 school counseling, psychological services, pupil personnel serves, and the administration of the International Student Admission Office.

Dr. Wright has been recognized as an outstanding educator by the National Center for Culturally Responsive Systems, nominated twice for the Washington Post Outstanding Principal Award, and awarded the Howard County Chamber of Commerce Outstanding Educator of the Year.

Dr. Wright obtained her bachelor's, master's, and doctoral degree in Education Policy Analysis from the University of Maryland, College Park.

Lisa Ruda, Chief of Staff

Lisa Ruda currently serves as the Chancellor's Chief of Staff for the District of Columbia Public Schools. In this capacity, Ms. Ruda oversees school operations, the general counsel, and interagency relations.

Ms. Ruda began her career in the legal profession, and at age 28 was one of the youngest people in the nation to be appointed Chief Counsel for an urban school district. Prior to her appointment, Ms. Ruda was a litigator at Kelley, McCann and Livingstone (now known as Taft, Stettinus and Hollister). She began her work in education and public law, representing school districts in collective bargaining, property transfers, public contracts, public records, open meetings, teacher and administrator evaluations and contract renewals, students with disabilities, employment discrimination, and finance and taxation issues.

From 2000 to 2006, Ms. Ruda served as Chief of Staff of the Cleveland Municipal School District (CMSD), Ohio's largest public school district. In this role, she oversaw all divisions and the district's 8,000 full time employees, 100 school buildings, $600 million general fund budget, and $1.5 billion capital budget.

Ms. Ruda earned a bachelor's degree from Bowling Green State University and a juris doctorate from Case Western Reserve University.

Peter Weber, Chief of Strategy

Peter Weber serves as the Chief of Strategy for the District of Columbia Public Schools. This office supports DCPS' strategic planning, resource allocation, federal grant management, and intergovernmental affairs.

Mr. Weber began his educational career as a teacher in Houston, Texas where he taught high school English as a second language, English, U.S. history, world geography, and government. Mr. Weber also launched a successful Advanced Placement U.S. history program at his school.

After his teaching career, Mr. Weber served as a Budget Examiner for Education Programs in the Office of Management and Budget. From there, Mr. Weber went on to serve as Budget Director for DCPS.

Following his time with the DCPS Budget Office, Mr. Weber became the Director of Finance and Administration for Achieve Inc., a non-profit focused on improving K-12 standards and assessments. After working for Achieve Inc., Mr. Weber became the Director of Federal Intergovernmental Affairs for the New York City Department of Education.

In 2007, Mr. Weber returned to DCPS as Chief of Staff to the Deputy Chancellor for Human Capital. In this capacity, he managed DCPS' Human Resource operations and collaborated on improvements in human capital.

Mr. Weber earned a bachelor's degree in English and History from the University of Iowa and a master's degree in Public Affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas.

Scott Thompson, Director, Teacher Effectiveness Strategy

Scott Thompson is Director of Teacher Effectiveness Strategy for the District of Columbia Public Schools. In this role, Scott directs a team of 20 that manages DCPS's strategic work in areas including teacher

evaluation design, teacher recognition and retention, teacher leadership and career ladders, teacher recruitment and selection, and teacher effectiveness research.

Scott has been with DCPS since June 2009, and previously served with DCPS as Manager of IMPACT Design and Assistant Director of the Master Educator Program, helping to manage the first-year implementation of IMPACT, DCPS's teacher evaluation system, and leading the work to redesign the system for its subsequent years.

Scott taught middle and high school history in New York City as a member of Teach for America. He holds a Bachelor of Arts from Stanford University and also studied at Oxford University as a Rhodes Scholar, where he received a Masters in Social Policy.

Cynthia Robinson-Rivers, Manager, Teacher Effectiveness Strategy

Cynthia Robinson-Rivers currently serves as a manager on the Teacher Effectiveness Strategy team for the District of Columbia Public Schools. In this position, she develops policies and programs to improve the school system's ability to retain Effective and Highly Effective teachers, including LIFT: Leadership Initiative For Teachers, a career ladder system for teachers, and Teaching In Action, a program that connects teachers with high-performing colleagues in their content area for classroom observations.

Ms. Robinson-Rivers began her education work in the classroom teaching on and off for ten years in public schools in Oakland, East Palo Alto, and Washington, DC. During this time, Ms. Robinson-Rivers also served as a mentor through the DC Public School master educator program.

In 2006, Ms. Robinson- Rivers began her work in the DCPS Central Office. During her first few years at DCPS, Ms. Robinson-Rivers worked as the Director of the DCPS Master Educator Program and on teacher retention and recognition during the inaugural year of IMPACT. In 2011, Ms. Robinson-Rivers transitioned to her current role as Manager on the Teacher Effectiveness and Strategy Team.

She holds a bachelor's degree in Communication and Art from Stanford University and a master's degree in Education from George Washington University.

Hilary Darilek, Deputy Chief, Principal Effectiveness

Hilary Darilek leads the Principal Effectiveness division for the District of Columbia Public Schools. In this role, she focuses on school leader recruitment, selection, evaluation, development, and retention.

Prior to her work for DCPS, Ms. Darilek taught middle school math and science in Baltimore, Maryland through Teach For America. In 2002, she shifted from the classroom to the RAND Corporation where she began work as an analyst, conducting research on a variety of education issues including urban school district reform and teacher preparation programs.

After three years with RAND, Ms. Darilek began working as the Managing Director of the DC Program for New Leaders for New Schools where she oversaw recruitment, admissions, charter school strategy, and general program needs.

Ms. Darilek transitioned to DCPS in 2009 and has led school leader recruitment, selection, evaluation, and recognition/compensation efforts since then. Last year, her role expanded to also include professional development for all our principals and assistant principals.

Ms. Darilek holds a bachelor's degree in Mathematics and Economics at the College of William and Mary and a master's degree in Teaching from the Johns Hopkins University. She also holds a second master's degree from the London School of Economics in Political Science.

Michelle Hudacsko, Director, IMPACT

Michelle Hudacsko currently serves as the Director of IMPACT for the District of Columbia Public Schools. In this role, Ms. Hudacsko directs the work of three teams – the Master Educator Program, IMPACT Operations, and Align – all of which support the successful implementation of IMPACT, DCPS' performance assessment system for all school-based staff.

Ms. Hudacsko began her career in education as a teacher in Washington, DC through Teach For America.

After working in the classroom, Ms. Hudacsko worked at Reading is Fundamental, launching a literacy program for pregnant and parenting teenagers, and managing the organization's research and evaluation portfolio.

Ms. Hudacsko joined The New Teacher Project (TNTP) as a partner where she oversaw the strategy and implementation of TNTP's recruitment, selection, and licensure programs in DC and across Louisiana.

She holds a bachelor's degree and a master's degree in Curriculum and Instruction from the University of Maryland, College Park.

Kyoung Lee, Director, Strategic Initiatives for Principal Effectiveness

Kyoung Lee serves as the Director of Strategic Initiatives in the Principal Effectiveness in the Office of Human Capital at DC Public Schools.

Ms. Lee began her career at Sibson Consulting, working for 5-years as a management consultant working on strategic human capital issues for Fortune 500 companies. In 2004, she joined Pfizer as an organizational development consultant where she designed and implemented innovative learning interventions to support key business imperatives.

Next, Ms. Lee served as the managing director in the Human Assets group at Teach For America, where she helped launch a new learning and development team focused on onboarding and leadership development of over eight hundred staff members.

Prior to joining DCPS, Ms. Lee served as a senior consultant at Community Resource Exchange, a nonprofit consulting firm, focused on helping struggling New York City-based nonprofit executive directors on their management and organizational issues.

Ms. Lee earned a BA in public policy from the University of Chicago and a master's in Public Policy from Harvard's Kennedy School of Government.

Rhoda Mhiripiri-Reed, Interim Director, Mary Jane Patterson Fellowship

Rhoda Mhiripiri-Reed is currently a doctoral resident at the District of Columbia Public Schools. In this position, she is with working to design and launch an 18-24 month, learning-rich leadership development experience for aspiring school leaders.

Ms. Mhiripir-Reed began her career as educator in 1994 as a middle school teacher in Minnesota. She then worked as an assistant principal at that same middle school and another three years at her alma mater high school. Her final role before beginning her doctoral program was as principal of a 3,000-student high school in Minneapolis. She served in this position for five years.

Ms. Mhiripir-Reed graduated from Yale University with a BA in Psychology and Education and she earned an MA in Education Administration from the University of Minnesota. She is currently pursuing a doctorate in Education Leadership at Harvard.

The Leadership Development series is a set of workshops throughout the school year designed to help school leaders develop their own abilities along the six standards of the Leadership Framework: Instruction, Talent, Operations, Family & Community, School Culture, and Personal Leadership.

The primary purpose of these workshops is to respond to school leaders' requests for more professional development, targeted at their greatest areas of need, to help them grow as leaders and improve their school communities. In addition, participants will be asked to give feedback on the presenters and content to evaluate whether they will continue to be involved with other DCPS programs, such as the Patterson Fellowship for aspiring principals.

How were the providers selected?

- Central office staff spoke to about twenty vendors
- Each was vetted based on their written materials and website, videos of their presentations, their willingness to customize their content for DCPS, their experiences as presenters and practitioners, and reviews from past participants, both internal and external to DCPS
- The four external vendors chosen all came highly recommended for their skill in facilitating sessions and the practical applications of their work
- Some important development areas, such as instructional expectations and RTI, were so specific to the DCPS context that we decided to engage internal DCPS staff to conduct the sessions
- These presenters are also being vetted for the quality and engagement levels of their presentations, and we will work with them to ensure that their workshops are equally valuable for participants.

What are the benefits for participants?

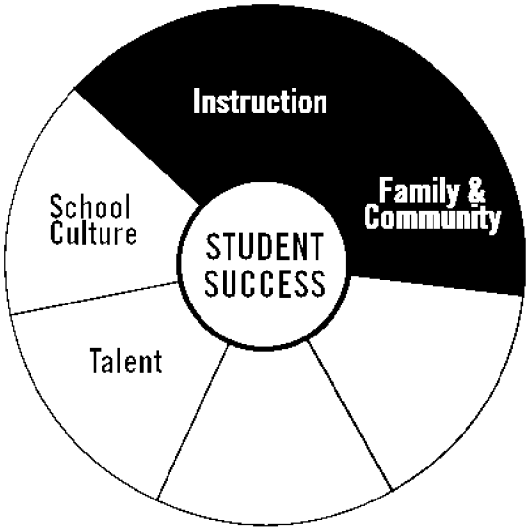
- Leave with concrete strategies to take back to their schools in the targeted area
- Learn new frameworks for approaching crucial areas of school leadership
- Each workshop represents a major lever for improving student achievement

What is expected of participants?

- Choose workshops that meet their specific professional development needs
- Attend all workshops in the series they select and arrive on time
- Actively engage and collaborate with colleagues during the sessions
- Give feedback to inform decisions about long-term collaboration with the facilitator

What is expected of the instructional superintendents?

- Help principals select appropriate workshops
- Attend workshops where possible (we hope to have at least one supt at each workshop)
- Give feedback to inform decisions about long-term collaboration with the facilitator



Leadership Framework Standard	Aligned Series	Dates
Instruction	**Leading the Consistent Implementation of Instructional Expectations** (DCPS Staff) • Defining and Monitoring Instructional Expectations • Effective and Efficient Strategies to Change Teacher Practice	9/27, 10/11
Talent	**Talent Management** (Coaching for Results) • TBD	TBD
Family & Community	**Family and Community Engagement** (Helen Westmoreland, Flamboyan Foundation, and DCPS Staff) • Creating a School Climate and Action Plan for Family Engagement • Partnering with Families Around Academic Achievement and School Improvement	9/18, 11/20, 3/19, 5/21
School Culture	**Transforming School Culture** (Dr. Anthony Muhammad, New Frontier 21) • Creating a Culture of High Achievement • Getting Staff "Buy In," Creating a Healthy Organizational Culture	10/22, 11/9, 12/3
	Response to Intervention (DCPS Staff) • Introduction to Response to Intervention • Using Data-Based Decision-Making in RTI	2/7, 3/7
Personal Leadership	**Adaptive Leadership** (Brendan O'Day, The Meristem Group) • Use the Adaptive Leadership model and the Case Consultancy Protocol to build a deeper understanding of group dynamics • Build adult capacity and strengthen professional ties	9/13, 11/1, 1/17, 3/14, 5/9

Session Title	Leading the Consistent Implementation of Instructional Expectations	
Facilitator	DCPS Staff	
Standard Alignment	Instruction	
Target Audience	Principals and Assistant Principals of all experience levels. Participants must commit to attending both sessions.	
Overview	School leaders will learn to use the DCPS Academic Plan and their Academic Leadership Team to drive instructional expectations and improve teacher practice in their schools.	
Objectives	School leaders will be able to: • Define instructional leadership • Identify effective strategies for sharing an instructional vision • Evaluate examples of instructional leaders success in communicating their instructional visions • Identify types of data that can inform an instructional vision and how to use this data to assess progress toward a goal • Identify the overall goal and core components of the DCPS Academic Plan • Identify the expectations and role of the DCPS academic leadership team in DCPS • Evaluate instructional lessons using the TLF rubric	
Session Titles and Dates	• Session 1: Defining and Monitoring Instructional Expectations	Thursday, September 27, 8am – 4pm
	• Session 2: Effective and Efficient Strategies to Change Teacher Practice	Thursday, October 11, 8am-4pm

Session Title	Family and Community Engagement	
Facilitator	Helen Westmoreland, Flamboyan Foundation, and DCPS Staff	
Standard Alignment	Family and Community	
Target Audience	Principals and Assistant Principals of all experience levels (up to 30 participants). Participants must commit to all 4 sessions. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn strategies for engaging families and communities. They will learn strategies to create a school climate that welcomes families and community partners and engage families in academic achievement and school improvement plans.	
Objectives	School leaders will be able to: • Apply the School-Wide Family Engagement Diagnostic Rubric to assess the level of family engagement in the school and recent strategies tried by the school. • Conduct root cause analysis using quotes and discussion about family perceptions of school and staff • Identify strategies for creating a welcoming school climate for family engagement • Analyze a case studies using Kotter's framework to determine successes, challenges, and next steps • Identify strategies for investing families in goal-setting, data-monitoring, and learning support • Diagnose and discuss staff skill and will to implement family engagement initiatives	
Session Titles and Dates	• Session 1: Creating a School Climate for Family Engagement	Tuesday, September 18, 8am-4pm
	• Session 2: Partnering with Families around Academic Achievement	Tuesday, November 20, 8am-4pm
	• Session 3: Assessing and Action Planning around Family Engagement	Tuesday, March 19, 8am-4pm
	• Session 4: Family Engagement in School Improvement	Tuesday, May 21, 8am-4pm
Facilitator Bio	Helen Westmoreland is the Director of Program Quality for the Flamboyan Foundation, a private family foundation based in Puerto Rico and Washington, D.C., with the mission of improving educational outcomes for children in public schools and public charter schools. Her areas of expertise include evaluation, family engagement, out-of-school-time, community organizing, and systems-building. She recently spent two weeks with Dignitas Project on the ground in Nairobi to help develop an evaluation system linked to program outcomes. Helen received her master's degree in education policy and management from Harvard Graduate School of Education and her bachelor's degree in Spanish from Duke University.	

Session Title	Transforming School Culture	
Facilitator	Dr. Anthony Muhammad, New Frontier 21	
Standard Alignment	School Culture	
Target Audience	Principals and Assistant Principals of all experience levels (up to 24 participants). Participants must commit to all 3 sessions. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn strategies for modeling high expectations, gaining staff buy-in, celebrating student success, and creating a supportive, learning-focused school community.	
Goal	School leaders will learn strategies for creating a positive school culture while gaining the support of their staff throughout the change process.	
Objectives	School leaders will be able to: • Analyze what school leaders do in order to model their belief in the potential that every student can achieve at high levels • Identify strategies to gain staff "buy-in" for improvement initiatives • Identify what school leaders do to create a supportive learning-focused community and what teachers do to bring this culture into their classrooms • Spot the factors that can be harmful to school cultures • Identify effective strategies for celebrating student successes	
Session Titles and Dates	• Session 1: Creating a Culture of High Achievement	Monday, October 22, 8am-4pm
	• Session 2: Getting Staff "Buy-in" for Improvement Initiatives	Friday, November 9, 8am-4pm
	• Session 3: Creating a Healthy Organizational Culture	Monday, December 3, 8am-4pm
Facilitator Bio	Anthony Muhammad is one of the most sought after educational consultants in North America. As a practitioner of nearly twenty years, Dr. Muhammad has served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad's most notable accomplishment came as principal at Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments was more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work (PLC) model of school improvement, and they have been recognized in several videos and articles as a model, high-performing PLC. As a researcher, he has published articles in several publications in both the United States and Canada.	

Session Title	Response to Intervention	
Facilitator	DCPS Staff	
Standard Alignment	School Culture and Instruction	
Target Audience	Principals and Assistant Principals of all experience levels. Participants must commit to attending both sessions.	
Overview	School leaders will be learn how the RTI model drives overall school culture and identify the range of possible interventions available in their schools.	
Objectives	School leaders will be able to: • Explain the shift in approach from the discrepency model to the response to intervention model • Differentiate universal, seconary, and tertiary academic and behavioral interventions • Describe stages of child development and their impact on behavior and learning • Identify how the response to intervention model drives whole school culture • Identify the range of interventions available in their buidlings • Model structures for an effective Student Support Team • Practice data cycle for identifying the effectiveness of interventions	
Session Titles and Dates	• Session 1: The Essential Components of Response to Intervention	Thursday, February 7, 8am-4pm
	• Session 2: Data Based Decision Making	Thursday, March 7, 8am-4pm

Session Title	Adaptive Leadership
Facilitator	Brendan O'Day, The Meristem Group
Standard Alignment	Personal Leadership & Talent
Target Audience	Principals and assistant principals, organized into three small case consultancy groups of 9-11 people, for a total of 27-33 people. School leaders will be mixed by years of experience. School leaders will be loosely organized by geography when possible.
Overview	This series introduces leaders to adaptive leadership and the group dynamics that impact any given situation. School leaders will participate in a case consultancy protocol that provides the skills and space necessary to collaboratively problem-solve current challenges with their peers.
Goal	To get school leaders learning from each other and learning about their own leadership practice in a structure that is rigorous and focused on consistent improvement.

Objectives	The objective of these groups is to provide school leaders with the tools to identify and respond to challenges that arise during change initiatives. Through this professional learning opportunity, school leaders will: • ***Understand the Adaptive Leadership model***, a theoretical framework for leadership development that is particularly relevant to addressing complex, multi-stakeholder change initiatives. • ***Develop the diagnostic and analytic skills*** necessary to take on participant-identified leadership challenges. • ***Build their repertoire of responses*** to these challenges. • ***Build the deeper self-knowledge and understanding of group dynamics*** critical to exercising leadership in multi-stakeholder environments. • ***Build the habits of asking for and giving help in a disciplined way***, using common language and a common framework of analysis. • ***Strengthen professional ties*** with educational leaders working for a common purpose, creating networked leaders dedicated to each other's success and learning.	
Session Titles and Dates	• Session 1: Introduction to Adaptive Leadership	Thursday, September 13, 8am-4pm
	• Session 2: Introduction to the Case Consultancy Protocol	Thursday, November 1, 8am-4pm
	• Session 3: Group Dynamics and Adaptive Leadership	Thursday, January 17, 8am-4pm
	• Session 4: Deepening the Case Consultancy	Thursday, March 14, 8am-4pm
	• Session 5: Building Adult Capacity – Leadership Without Authority	Thursday, May 9, 8am-4pm
	• Additional evening collaboration sessions	TBD, 5-7 pm
Facilitator Bio	Brendan O'Day has been a teacher for over 20 years, dedicated to using innovative and experiential approaches to instruction that move lessons-learned to knowledge-applied. His clients include national, state-wide, and local non-profits, including City Year and New Leaders for New Schools. He has taught at Dartmouth College, where he offered courses on adaptive leadership in the context of education policy, and worked with emerging leaders in the Rockefeller Center's Leadership Fellows program. As a doctoral candidate at Harvard Graduate School of Education his research explored the market effects of charter schools, and he served for three terms as a member of Ronald Heifetz's Adaptive Leadership teaching team at the Kennedy School of Government. Before entering Harvard, Brendan taught in a small independent high school in Maine, and won a Fulbright Scholarship to teach at a large urban middle school in Paris, France. He lives in Arlington, Massachusetts with his wife and four children, and sits on the Board of the Arlington Education Foundation.	

Session Title	Culturally Responsive Teaching and Learning	
Facilitator	Dr. Sharroky Hollie, Center for Culturally Responsive Teaching and Learning	
Standard Alignment	Personal Leadership and Instruction	
Target Audience	Principals and Assistant Principals of all experience levels (up to 30 participants). Participants must commit to both days of the session. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn to identify and implement culturally and linguistically responsive practices in their schools and classrooms.	
Goal	To introduce school leaders to a framework to understand the dynamic relationships within school cultures as well as culturally and linguistically responsive practices for the classroom.	
Objectives	At the conclusion of this workshop, school leaders will be able to: • Examine and addresses any school structures or practices that limit the participation of groups of students and families • Build the school's and community's collective capacity by initiating direct conversations about culture and diversity and hold each other accountable for language, attitudes, and behavior that is offensive or uniformed around racial or cultural differences • Define concretely what is culturally and linguistically responsive teaching and why it is necessary in our failing schools today. • Create the context for addressing the needs of underserved students, particularly African American students, in terms of their sociopolitical and sociolinguistic relativity in the American educational system. • Promotes the focus on effective instructional strategies utilization in way that validates and affirms underserved students across content areas and grade levels in four key instructional areas. • Provide and explain sample culturally and linguistically responsive activities for classroom use in four key instructional areas	
Session Titles and Dates	• Introduction to Culturally and Linguistically Responsive Teaching	Tuesday & Wednesday, October 16 – 17, 8am-4pm

Facilitator Bio	Sharroky Hollie is a professor at California State University, Dominguez Hills, where he has taught in the Teacher Education Department for the past 11 years. He is the co-founder of a nationally acclaimed laboratory school, Culture and Language Academy of Success (CLAS), a K-8 independent charter school in Lost Angeles that focuses on a culturally responsive pedagogy. At CLAS, Dr. Hollie directs and develops the curriculum, professional development, and teacher development. He is also the executive director of the Center for Culturally Responsive Teaching and Learning, a non-profit organization dedicated to providing stellar professional development for educators on cultural responsiveness. With the Center, Dr. Hollie serves as a national expert, traveling around the country training thousands of teachers. He has been acknowledged by several groups as one of the top professional developers in the country. His work has appeared in several edited texts, including *Teaching African American Learners to Read*, edited by Mary Hoover and Bill Hammond (2005), and the anthology *Talkin Black Talk*, edited by John Baugh and H. Samy Alim (Teachers College Press in 2007). This fall, Dr. Hollie's first book, *Validation and Affirmation: Responsive Strategies For All*, will be published by Teacher Created Materials. Dr. Hollie received his Bachelors in English and Masters in English Education from California State University, Northridge. His PhD in Curriculum and Instruction with a specialization in African American learners is from the University of Southern California. He resides in Los Angeles.

NOTE: In 2012–2013, only the TEACH domain of the Teaching and Learning Framework will be assessed.

TEACH 1 | LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*
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. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted 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. For example, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.
Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.

* *For some parts of a lesson (e.g., a skill-building warm-up), it may be appropriate for a teacher to have a goal that does not align with the objective for the rest of the lesson. In these cases, observers should assess the extent to which the warm-up moves students toward mastery of the warm-up goal, in addition to considering the extent to which the other parts of the lesson connect to each other and move students toward mastery of the lesson objective.*

NOTES:

1. This standard assesses two equally important aspects of a lesson: It is well-organized and objective-driven. Because only one row assesses the extent to which the lesson is well-organized, while two rows assess the extent to which it is objective-driven, more weight should be given to the first row (well-organized) to determine an overall score for Teach 1.
2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.

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 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 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' comments, 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.
Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.	Students do not understand the importance of the objective.

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:*
Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning. Explanations of content also are delivered in as direct and efficient a manner as possible.	Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.
The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.	The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.
The teacher emphasizes key points when necessary, such that students understand the main ideas of the content. Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher's explanations.	The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.
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.
The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.

* *Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, impeach, sonnet).*

NOTES:

1. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
2. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.	Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.
The teacher generally gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.	The teacher gives unclear or imprecise definitions, or does not use a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.
The teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.	The teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.
Students generally show that they understand the 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 makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building student understanding of content.	The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building student understanding of content.

TEACH 3 | ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	The teacher makes the lesson accessible to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or annotated notes) in order to ensure that students are able to access the lesson.
The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are.	The teacher makes the lesson challenging to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or extension assignments) in order to ensure that all students are challenged by the lesson.
There is an appropriate balance between teacher-directed and student-centered 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 and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher makes the lesson accessible to most students, but some students may not be able to access certain parts of the lesson.	The lesson is not accessible to most students.
The teacher makes the lesson challenging to most students, but some students may not be challenged by certain parts of the lesson.	The lesson is not challenging to most students.
There is some balance between teacher-directed and student-centered 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 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.

TEACH 4 | PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. During the lesson students also are developing deep understanding of the content. 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.	**Effective** *The following best describes what is observed:* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. For particular types of lessons, this might only entail giving students two ways to engage with content (e.g., Socratic Seminar might involve verbal/linguistic and interpersonal ways), while many types of lessons should involve three ways or more. 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.

* *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. 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 or his students' needs and preferences should influence the styles and modalities selected.

2. If the teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation providing multiple ways that do move students toward mastery of lesson content, it is possible for the teacher to receive a Level 3 score.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher provides students multiple ways to engage with content,* and most ways move students toward mastery of lesson content. For example, in a lesson introducing fractions, a teacher might include an auditory way that does not move students toward mastery, but might also provide visual and kinesthetic ways that do move students toward mastery of lesson content.	The teacher provides students multiple ways to engage with content,* but most ways do not move students toward mastery of lesson content; or, the teacher only provides students one way to engage with content.
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.	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.

TEACH 5 | CHECK FOR STUDENT UNDERSTANDING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher checks for understanding of content at all key moments.	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 transitions between lesson activities, or partway through the independent practice).
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 a whole class check, or uses methods such as exit slips or whiteboards to provide information about a range of students.

* *For some lessons, checking the "pulse" of the class may not be appropriate. For example, if students spend the majority of the observation working on individual essays while the teacher conferences with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, observers should assess how deeply and effectively the teacher checks for the understanding of the students with whom s/he is working.*

NOTES:

1. The teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). For example, as long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable the teacher to get the "pulse" of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the "pulse" of the class because the teacher gained enough information to be able to adjust subsequent instruction.

2. In some lessons, it can be appropriate to give the teacher 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 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 questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
   - Asking students to respond on white boards; using exit slips, constructed responses, stop 'n' jots, or other written checks
   - Circulating and observing individual students' or small groups' work
   - Conferencing with individual students or small groups
   - Using role-playing, four corners, or other tactile/kinesthetic checks

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.	The teacher checks for understanding of content at few or no key moments.
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.*

TEACH 6 | RESPOND TO STUDENT UNDERSTANDING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	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.
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. The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer 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, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.
The teacher always probes students' correct responses, when appropriate, to ensure student understanding.	The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer.

* *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 some cases, the teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as highly effective practice in this row.*

NOTE:

1. 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.

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 probes students' correct responses, when appropriate, to ensure student understanding.	The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand.

TEACH 7 | DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.
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.*
Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.†	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.† Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.

* *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 the teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.*

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 that are increasingly complex 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 that are increasingly complex that develop most students' 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 complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†

NOTES:

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).

2. 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.

3. Observers should consider both verbal and written questions when assessing the first row in this standard.

NOTE: In 2012–2013, only the TEACH domain of the Teaching and Learning Framework will be assessed.

TEACH 8 | MAXIMIZE INSTRUCTIONAL TIME

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.
Students always have something meaningful to do. Lesson pacing also is student-directed or individualized, when appropriate.	Students always have something meaningful to do.
The teacher spends an appropriate amount of time on each part of the lesson.	The teacher spends an appropriate amount of time on each part of the lesson.
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.

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 frequently ask questions or require the teacher to repeat directions.	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.
There are brief periods of time when students have nothing meaningful to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).	There are significant periods of time when students have nothing meaningful to do.
The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary.	The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson.
Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.

TEACH 9 | BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher.	Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.
Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*	Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*
The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.	The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise.
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 the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.*

NOTES:

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.
2. Observers should consider the point in the school year when assessing this standard. For example, in September the teacher might be in the early stages of building individualized relationships with students; or, the teacher might be establishing a culture of offering unsolicited praise with students who were not previously accustomed to engaging with classmates in that way.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.
Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the teacher, but not to their peers.	Students are frequently disrespectful of the teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the teacher or their peers are speaking.
The teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.	The teacher rarely or never reinforces positive behavior and good academic work; 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.

Local 6 of the American Federation of Teachers, AFL-CIO

July 25, 2012

EXECUTIVE BOARD
Nathan A. Saunders
Candi L. Peterson
Mionon Uzzell
Malvery Smith
Ricardo Quiros
Fannie Plain
Diane Terrell
Douglas Carter
Chestrv'a Shoemaker
John McDowell
MEMBERS AT LARGE
Rebecca Smith
Milton B. Williams
Henry Brown Anglin, Jr.
Keith Spinner
Jena Brahame
Paolo Gibon
Vinson Irby, Jr.
Clarion Vero
Leslie Milofsky
Jennifer E. Penn
Roshlaz Young
BOARD OF TRUSTEES
Stacy Marsh-Sherrod
Valerie Rivers-Bethel
RETIREES CHAPTER
John Taylor

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(6)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

Washington, D.C. 20006 tel: 202.293.8600 fax: 202.293.8633

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** DCPS WTU Letter of Support.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Local 6 of the American Federation of Teachers, AFL-CIO

EXECUTIVE BOARD
Nathan A. Saunders
Candi L. Peterson
Mionon Uzzell
Malvery Smith
Ricardo Quiros
Fannie Plain
Diane Terrell
Douglas Carter
Chestrv'a Shoemaker
John McDowell

MEMBERS AT LARGE
Rebecca Smith
Milton B. Williams
Henry Brown Anglin, Jr.
Keith Spinner
Jena Brahame
Paolo Gibon
Vinson Irby, Jr.
Clarion Nero
Leslie Milofsky
Jennifer E. Penn
Roshiaa Young

BOARD OF TRUSTEES
Stacy Marsh-Sherrod
Valerie Rivers-Bethel

RETIREES CHAPTER
John Taylor

July 25, 2012

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(6)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

Washington, D.C. 20006 tel: 202.293.8600 fax: 202.293.8633

DISTRICT OF COLUMBIA

DCPS Key Personnel

Kaya Henderson, Chancellor

Kaya Henderson currently serves as the Chancellor of DC Public Schools. As Chancellor, Ms. Henderson is committed to holding all students to high expectations, providing them with access to high quality teachers, and creating the most rigorous and innovative instructional environments to ensure their success.

Ms. Henderson's education career began as a middle school Spanish teacher in the South Bronx in New York City. After her time in the classroom, Ms. Henderson went on to work as a recruiter, national admissions director, and DC Executive Director for Teach For America.

In 2000, she began her work with The New Teacher Project (TNTP), where she became the Vice President for Strategic Partnerships.

Ms. Henderson came to DCPS as Deputy Chancellor in 2007. During her time as Deputy Chancellor, she oversaw the district's human resources and human capital work. In this position, she served as chief negotiator for the groundbreaking 2010 contract between DCPS and the Washington Teachers' Union, and led the development of IMPACT, a new and innovative professional development and evaluation system designed to ensure that an effective teacher is at the head of every DCPS classroom. Ms. Henderson's human capital work at DCPS has served as a model for school districts throughout the country.

Ms. Henderson received her bachelor's degree in International Relations and her master's degree in Leadership from Georgetown University.

Jason Kamras, Chief of Human Capital

Jason Kamras currently serves as the Chief of Human Capital for the District of Columbia Public Schools. In this role, he leads the district's efforts to ensure that its teachers, school leaders, and central office staff members are the best in the nation.

Before joining central office, Mr. Kamras taught mathematics for eight years at John Philip Sousa Middle School in DCPS. He began teaching in 1996 as a member of Teach For America and was named National Teacher of the Year by President Bush in 2005.

After his work in the classroom, Mr. Kamras served as the Director of Teacher Human Capital for DCPS. In this position, he led the development of the IMPACT performance management system as well as the IMPACT*plus* performance-based compensation system. Mr. Kamras also helped negotiate the district's groundbreaking contract with the Washington Teachers' Union.

Mr. Kamras holds a bachelor's degree in Public Policy from Princeton University and a master's degree in Education from Harvard Graduate School of Education.

John Davis, Chief of Schools

John Davis currently serves as the Chief of Schools for the District of Columbia Public Schools. In this role, Mr. Davis advises Instructional Superintendents as they support and lead principals.

Mr. Davis began his educational career as a teacher in Baltimore City, teaching middle school math and earning a Teacher of the Year award in 1997.

After six years in Baltimore City, he spent two years at the Laikipia Baraka School in Nanyuki, Kenya – a school that brought rising Baltimore seventh graders to the bush of Kenya for two years of instruction. At The Baraka School, Mr. Davis served as a teacher and Head of School.

Upon returning to the states, Mr. Davis continued teaching for two years before becoming the principal of New Era Academy – one of the first two Innovation High Schools that served as a key component in Baltimore City's High School Transformation effort.

In 2007, Mr. Davis joined central office in DCPS as the Director of School Leadership Strategy on the Human Capital team. He transitioned to the role of Instructional Superintendent in August of 2008.

Mr. Davis earned a bachelor's degree in Welding Engineering from Ohio State University and a master's degree in Educational Administration and Supervision from Johns Hopkins University.

Carey Wright, Chief Academic Officer

Dr. Carey Wright currently serves as the Chief Academic Officer for the District of Columbia Public Schools. In this capacity, she provides leadership for PK-12 education, including management of the offices of Curriculum and Instruction, Early Childhood Education, Secondary School Transformation, Bilingual Education, Out of School Time, Educational Technology, Youth Engagement, and Library Media Services.

Dr. Wright began her career in education in Prince George's County Public Schools in Maryland. She went on to work in Howard County Public Schools in Maryland, where she served as a teacher and a principal for fifteen years. She also served as the Director of Special Education and Student Services.

From 2003 to 2009, Dr. Wright served as the Associate Superintendent for the Office of Special Education and Student Services in Montgomery Public Schools in Maryland. In this capacity, she was responsible for special education programming for 17,000 students with disabilities, managing a budget of $325 million, overseeing non-public placements and alternative programs, providing special education staffing for 200 schools, the provision of K-12 school counseling, psychological services, pupil personnel serves, and the administration of the International Student Admission Office.

Dr. Wright has been recognized as an outstanding educator by the National Center for Culturally Responsive Systems, nominated twice for the Washington Post Outstanding Principal Award, and awarded the Howard County Chamber of Commerce Outstanding Educator of the Year.

Dr. Wright obtained her bachelor's, master's, and doctoral degree in Education Policy Analysis from the University of Maryland, College Park.

Lisa Ruda, Chief of Staff

Lisa Ruda currently serves as the Chancellor's Chief of Staff for the District of Columbia Public Schools. In this capacity, Ms. Ruda oversees school operations, the general counsel, and interagency relations.

Ms. Ruda began her career in the legal profession, and at age 28 was one of the youngest people in the nation to be appointed Chief Counsel for an urban school district. Prior to her appointment, Ms. Ruda was a litigator at Kelley, McCann and Livingstone (now known as Taft, Stettinus and Hollister). She began her work in education and public law, representing school districts in collective bargaining, property transfers, public contracts, public records, open meetings, teacher and administrator evaluations and contract renewals, students with disabilities, employment discrimination, and finance and taxation issues.

From 2000 to 2006, Ms. Ruda served as Chief of Staff of the Cleveland Municipal School District (CMSD), Ohio's largest public school district. In this role, she oversaw all divisions and the district's 8,000 full time employees, 100 school buildings, $600 million general fund budget, and $1.5 billion capital budget.

Ms. Ruda earned a bachelor's degree from Bowling Green State University and a juris doctorate from Case Western Reserve University.

Peter Weber, Chief of Strategy

Peter Weber serves as the Chief of Strategy for the District of Columbia Public Schools. This office supports DCPS' strategic planning, resource allocation, federal grant management, and intergovernmental affairs.

Mr. Weber began his educational career as a teacher in Houston, Texas where he taught high school English as a second language, English, U.S. history, world geography, and government. Mr. Weber also launched a successful Advanced Placement U.S. history program at his school.

After his teaching career, Mr. Weber served as a Budget Examiner for Education Programs in the Office of Management and Budget. From there, Mr. Weber went on to serve as Budget Director for DCPS.

Following his time with the DCPS Budget Office, Mr. Weber became the Director of Finance and Administration for Achieve Inc., a non-profit focused on improving K-12 standards and assessments. After working for Achieve Inc., Mr. Weber became the Director of Federal Intergovernmental Affairs for the New York City Department of Education.

In 2007, Mr. Weber returned to DCPS as Chief of Staff to the Deputy Chancellor for Human Capital. In this capacity, he managed DCPS' Human Resource operations and collaborated on improvements in human capital.

Mr. Weber earned a bachelor's degree in English and History from the University of Iowa and a master's degree in Public Affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas.

Scott Thompson, Director, Teacher Effectiveness Strategy

Scott Thompson is Director of Teacher Effectiveness Strategy for the District of Columbia Public Schools. In this role, Scott directs a team of 20 that manages DCPS's strategic work in areas including teacher

evaluation design, teacher recognition and retention, teacher leadership and career ladders, teacher recruitment and selection, and teacher effectiveness research.

Scott has been with DCPS since June 2009, and previously served with DCPS as Manager of IMPACT Design and Assistant Director of the Master Educator Program, helping to manage the first-year implementation of IMPACT, DCPS's teacher evaluation system, and leading the work to redesign the system for its subsequent years.

Scott taught middle and high school history in New York City as a member of Teach for America. He holds a Bachelor of Arts from Stanford University and also studied at Oxford University as a Rhodes Scholar, where he received a Masters in Social Policy.

Cynthia Robinson-Rivers, Manager, Teacher Effectiveness Strategy

Cynthia Robinson-Rivers currently serves as a manager on the Teacher Effectiveness Strategy team for the District of Columbia Public Schools. In this position, she develops policies and programs to improve the school system's ability to retain Effective and Highly Effective teachers, including LIFT: Leadership Initiative For Teachers, a career ladder system for teachers, and Teaching In Action, a program that connects teachers with high-performing colleagues in their content area for classroom observations.

Ms. Robinson-Rivers began her education work in the classroom teaching on and off for ten years in public schools in Oakland, East Palo Alto, and Washington, DC. During this time, Ms. Robinson-Rivers also served as a mentor through the DC Public School master educator program.

In 2006, Ms. Robinson- Rivers began her work in the DCPS Central Office. During her first few years at DCPS, Ms. Robinson-Rivers worked as the Director of the DCPS Master Educator Program and on teacher retention and recognition during the inaugural year of IMPACT. In 2011, Ms. Robinson-Rivers transitioned to her current role as Manager on the Teacher Effectiveness and Strategy Team.

She holds a bachelor's degree in Communication and Art from Stanford University and a master's degree in Education from George Washington University.

Hilary Darilek, Deputy Chief, Principal Effectiveness

Hilary Darilek leads the Principal Effectiveness division for the District of Columbia Public Schools. In this role, she focuses on school leader recruitment, selection, evaluation, development, and retention.

Prior to her work for DCPS, Ms. Darilek taught middle school math and science in Baltimore, Maryland through Teach For America. In 2002, she shifted from the classroom to the RAND Corporation where she began work as an analyst, conducting research on a variety of education issues including urban school district reform and teacher preparation programs.

After three years with RAND, Ms. Darilek began working as the Managing Director of the DC Program for New Leaders for New Schools where she oversaw recruitment, admissions, charter school strategy, and general program needs.

Ms. Darilek transitioned to DCPS in 2009 and has led school leader recruitment, selection, evaluation, and recognition/compensation efforts since then. Last year, her role expanded to also include professional development for all our principals and assistant principals.

Ms. Darilek holds a bachelor's degree in Mathematics and Economics at the College of William and Mary and a master's degree in Teaching from the Johns Hopkins University. She also holds a second master's degree from the London School of Economics in Political Science.

Michelle Hudacsko, Director, IMPACT

Michelle Hudacsko currently serves as the Director of IMPACT for the District of Columbia Public Schools. In this role, Ms. Hudacsko directs the work of three teams – the Master Educator Program, IMPACT Operations, and Align – all of which support the successful implementation of IMPACT, DCPS' performance assessment system for all school-based staff.

Ms. Hudacsko began her career in education as a teacher in Washington, DC through Teach For America.

After working in the classroom, Ms. Hudacsko worked at Reading is Fundamental, launching a literacy program for pregnant and parenting teenagers, and managing the organization's research and evaluation portfolio.

Ms. Hudacsko joined The New Teacher Project (TNTP) as a partner where she oversaw the strategy and implementation of TNTP's recruitment, selection, and licensure programs in DC and across Louisiana.

She holds a bachelor's degree and a master's degree in Curriculum and Instruction from the University of Maryland, College Park.

Kyoung Lee, Director, Strategic Initiatives for Principal Effectiveness

Kyoung Lee serves as the Director of Strategic Initiatives in the Principal Effectiveness in the Office of Human Capital at DC Public Schools.

Ms. Lee began her career at Sibson Consulting, working for 5-years as a management consultant working on strategic human capital issues for Fortune 500 companies. In 2004, she joined Pfizer as an organizational development consultant where she designed and implemented innovative learning interventions to support key business imperatives.

Next, Ms. Lee served as the managing director in the Human Assets group at Teach For America, where she helped launch a new learning and development team focused on onboarding and leadership development of over eight hundred staff members.

Prior to joining DCPS, Ms. Lee served as a senior consultant at Community Resource Exchange, a nonprofit consulting firm, focused on helping struggling New York City-based nonprofit executive directors on their management and organizational issues.

Ms. Lee earned a BA in public policy from the University of Chicago and a master's in Public Policy from Harvard's Kennedy School of Government.

Rhoda Mhiripiri-Reed, Interim Director, Mary Jane Patterson Fellowship

Rhoda Mhiripiri-Reed is currently a doctoral resident at the District of Columbia Public Schools. In this position, she is with working to design and launch an 18-24 month, learning-rich leadership development experience for aspiring school leaders.

Ms. Mhiripir-Reed began her career as educator in 1994 as a middle school teacher in Minnesota. She then worked as an assistant principal at that same middle school and another three years at her alma mater high school. Her final role before beginning her doctoral program was as principal of a 3,000-student high school in Minneapolis. She served in this position for five years.

Ms. Mhiripir-Reed graduated from Yale University with a BA in Psychology and Education and she earned an MA in Education Administration from the University of Minnesota. She is currently pursuing a doctorate in Education Leadership at Harvard.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is **highly effective** at articulating a clear instructional vision.	School leader is **effective** at articulating a clear instructional vision.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school's articulated and widely-shared vision of higher achievement is evident in all the school leader's actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realization. • The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. • The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.	*The following best describes what is observed:* • The school leader articulates the school's instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings that the school leader manages. • The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. • The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress towards the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at articulating a clear instructional vision.	School leader is **ineffective** at articulating a clear instructional vision.
The following best describes what is observed: • The school leader may know the vision of higher achievement for all students, but has not articulated it to those on his/her teams. • The school leader may act to ground the vision in the use of data or align it to standards, but may not track movement toward it. • The school leader may not ensure that the vision is shared widely. For example, some teachers and/or support staff that the school leader manages may not understand the vision, be able to articulate what it is, or be working toward it.	*The following best describes what is observed:* • The school leader may not believe in a vision of higher achievement for all students. • The school leader may not act to ground the vision in the use of data or align it to standards. • The school leader may have a vision developed independently and not share in the vision of the broader school community.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is **highly effective** at consistently implementing school-wide instructional practices.	School leader is **effective** at consistently implementing school-wide instructional practices.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects.	*The following best describes what is observed:* • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at consistently implementing school-wide instructional practices.	School leader is **ineffective** at consistently implementing school-wide instructional practices.
The following best describes what is observed: • The school leader may be able to identify some high-quality practices, but struggles to cement those across the school. • High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.	*The following best describes what is observed:* • The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices. • High-quality practices are not evident.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is **highly effective** at creating opportunities for ongoing learning and staff development.	School leader is **effective** at creating opportunities for ongoing learning and staff development.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader guarantees regular, timely professional learning opportunities as school needs and team member needs require. • The school leader ensures that professional learning opportunities support his/her teams' growth and capacity to work collaboratively to solve challenges and increase student achievement.	*The following best describes what is observed:* • The school leader creates regular opportunities for professional learning for members of the team(s) s/he manages. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.	School leader is **ineffective** at creating opportunities for ongoing learning and staff development.
The following best describes what is observed: • The school leader may recognize the need for professional development, but offers irregular opportunities for members of the team(s) s/he manages. • The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.	*The following best describes what is observed:* • The school leader may not act to ensure professional learning opportunities for members of the team(s) s/he manages. • The school leader does not ensure any connection between professional learning opportunities and school goals.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is **highly effective** at executing results-focused school operations and resource management.	School leader is **effective** at executing results-focused school operations and resource management.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. • The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.	*The following best describes what is observed:* • The school leader oversees the execution of results-focused school operations and resource management. • The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at executing results-focused school operations and resource management.	School leader is **ineffective** at executing results-focused school operations and resource management.
The following best describes what is observed: • The school leader may show little or no evidence that school operations are well-managed and/or linked to results. • The school leader may manage school operations and resource management without integrating teaching and learning needs.	*The following best describes what is observed:* • The school leader has few or no systems in place for the effective management of operations and resources. • The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
LF OL2	School leader is **highly effective** at developing and maintaining a positive, collaborative school culture.	School leader is **effective** at developing and maintaining a positive, collaborative school culture.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader ensures the implementation of a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty.	*The following best describes what is observed:* • The school leader promotes a positive school culture by establishing and supporting school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.	School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.
The following best describes what is observed: • The school leader takes limited steps to establish and/or support positive school culture. • The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.	*The following best describes what is observed:* • The school leader has done little or nothing to establish and/or support positive school culture. • The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is **highly effective** at aligning human resources to school needs.	School leader is **effective** at aligning human resources to school needs.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. • The school leader uses data to systematically hold self and those s/he manages accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.	*The following best describes what is observed:* • The school leader establishes high expectations for employee performance for those s/he manages. • The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs.* The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

PR/Award # S374A120052

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at aligning human resources to school needs.	School leader is **ineffective** at aligning human resources to school needs.
The following best describes what is observed: • The school leader may have high expectations for employee performance for those s/he manages, but may not share those frequently. • The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.	*The following best describes what is observed:* • The school leader does not have high expectations for employee performance and accepts underperformance regularly from those s/he manages. • The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is **highly effective** at using evidence-based growth and results to drive his/her actions.	School leader is **effective** at using evidence-based growth and results to drive his/her actions.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence.	*The following best describes what is observed:* • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader serves effectively in a leadership capacity on an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) and SchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked towards agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.	School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.
The following best describes what is observed: • The school leader may review school growth measures in the areas of his/her responsibility inconsistently and/or only in a few key areas, thus operating without an overall picture of how the areas of his/her portfolio impact overall school performance over time. • The school leader may rely on evidence for some decisions.	*The following best describes what is observed:* • The school leader may not track school growth closely or at all in the areas of his/her responsibility. • The school leader may not rely on evidence to make decisions.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is **highly effective** at engaging members of the school community.	School leader is **effective** at engaging members of the school community.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader includes all stakeholders in school improvement efforts in his/her areas of responsibility and reaches out to potential stakeholders proactively. • The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.	*The following best describes what is observed:* • The school leader includes all stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy, and/or DCPS initiatives).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at engaging members of the school community.	School leader is **ineffective** at engaging members of the school community.
The following best describes what is observed: • The school leader struggles to fully include stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader may only be able to connect stakeholders to one or two small initiatives.	*The following best describes what is observed:* • The school leader has no evidence of engaging stakeholders in school improvement efforts in his/her areas of responsibility. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is **highly effective** as a listener and communicator.	School leader is **effective** as a listener and communicator.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.	*The following best describes what is observed:* • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator,* who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** as a listener and communicator.	School leader is **ineffective** as a listener and communicator.
The following best describes what is observed: • The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness. • The school leader may establish positive interpersonal relationships with some school staff members. • The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.	*The following best describes what is observed:* • The school leader may lack clarity in his/her messages and/or be unresponsive. • The school leader fails to establish positive interpersonal relationships. • The school leader communicates ineffectively.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS		
LF LE4	School leader is **highly effective** at managing the change process.	School leader is **effective** at managing the change process.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate.	*The following best describes what is observed:* • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process,* preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance).
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at managing the change process.	School leader is **ineffective** at managing the change process.
The following best describes what is observed: • The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties. • The school leader may not see the potential pitfalls associated with the change process before they occur. • The school leader operates with a single leadership approach and/or practice.	*The following best describes what is observed:* • The school leader is unable to recognize the elements of the change process. • The school leader fails to comprehend how the change process impacts instructional and operational leadership. • The school leader does not operate within a set of effective leadership approaches.

ASSISTANT PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is **highly effective** at constant personal learning.	School leader is **effective** at constant personal learning.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.	*The following best describes what is observed:* • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g. working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g. after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at constant personal learning.	School leader is **ineffective** at constant personal learning.
The following best describes what is observed: • The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities. • The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.	*The following best describes what is observed:* • The school leader exhibits little desire to grow and change. • The school leader's actions are not connected to learning opportunities.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is **highly effective** at articulating a clear instructional vision.	School leader is **effective** at articulating a clear instructional vision.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader's articulated and widely-shared vision of higher achievement is evident in all his/her actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realizing the vision. • The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. • The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.	*The following best describes what is observed:* • The school leader articulates an instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings. • The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. • The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress toward the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at articulating a clear instructional vision.	School leader is **ineffective** at articulating a clear instructional vision.
The following best describes what is observed: • The school leader may have a vision of higher achievement for all students, but has not articulated it. • The vision may be grounded in the use of data and/or standards-aligned, but may not be specific enough to track movement toward it. • The school leader may not have shared the vision widely. For example, some teachers and/or support staff may not understand the vision, be able to articulate what it is, or be working toward it.	*The following best describes what is observed:* • The school leader may not have a vision of higher achievement for all students. • The vision may not be grounded in the use of data or may not be standards-aligned. • The school leader may have a vision developed independently and not shared with the broader school community.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is **highly effective** at consistently implementing school-wide instructional practices.	School leader is **effective** at consistently implementing school-wide instructional practices.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects.	*The following best describes what is observed:* • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning, or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at consistently implementing school-wide instructional practices.	School leader is **ineffective** at consistently implementing school-wide instructional practices.
The following best describes what is observed: • The school leader may be able to identify some high-quality practices, but struggles to cement those across the school. • High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.	*The following best describes what is observed:* • The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices. • High-quality practices are not evident.

	LEVEL 4 (HIGHEST)	LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is **highly effective** at creating opportunities for ongoing learning and staff development.	School leader is **effective** at creating opportunities for ongoing learning and staff development.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader guarantees regular, timely professional learning opportunities as school needs require. • The school leader ensures that professional learning opportunities support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.	*The following best describes what is observed:* • The school leader creates regular opportunities for professional learning for all staff. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.	School leader is **ineffective** at creating opportunities for ongoing learning and staff development.
The following best describes what is observed: • The school leader may recognize the need for professional development, but offers irregular opportunities. • The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.	*The following best describes what is observed:* • The school leader may not act to ensure professional learning opportunities. • The school leader does not ensure any connection between professional learning opportunities and school goals.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

	LEVEL 4 (HIGHEST)	LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is **highly effective** at executing results-focused school operations and resource management.	School leader is **effective** at executing results-focused school operations and resource management.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. • The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.	*The following best describes what is observed:* • The school leader oversees the execution of results-focused school operations and resource management. • The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at executing results-focused school operations and resource management.	School leader is **ineffective** at executing results-focused school operations and resource management.
The following best describes what is observed: • The school leader may show little or no evidence that school operations are well-managed and/or linked to results. • The school leader may manage school operations and resource management without integrating teaching and learning needs.	*The following best describes what is observed:* • The school leader has few or no systems in place for the effective management of operations and resources. • The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
	School leader is **highly effective** at developing and maintaining a positive, collaborative school culture.	School leader is **effective** at developing and maintaining a positive, collaborative school culture.
LF OL2	*For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:* • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader establishes a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty.	*The following best describes what is observed:* • The school leader promotes a positive school culture by establishing school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.	School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.
The following best describes what is observed: • The school leader takes limited steps to establish positive school culture. • The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.	*The following best describes what is observed:* • The school leader has done little or nothing to establish positive school culture. • The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.

	LEVEL 4 (HIGHEST)	LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is **highly effective** at aligning human resources to school needs.	School leader is **effective** at aligning human resources to school needs.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. • The school leader uses data to systematically hold self and others accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.	*The following best describes what is observed:* • The school leader establishes high expectations for employee performance. • The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs.* The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at aligning human resources to school needs.	School leader is **ineffective** at aligning human resources to school needs.
The following best describes what is observed: • The school leader may have high expectations for employee performance, but may not share those frequently. • The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.	*The following best describes what is observed:* • The school leader does not have high expectations for employee performance and accepts underperformance regularly. • The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is **highly effective** at using evidence-based growth and results to drive his/her actions.	School leader is **effective** at using evidence-based growth and results to drive his/her actions.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence.	*The following best describes what is observed:* • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader establishes an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) andSchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked toward agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

PR/Award # S374A120052

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.	School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.
The following best describes what is observed: • The school leader may review school growth measures inconsistently and/or only in a few key areas, thus operating without an overall picture of school performance over time. • The school leader may rely on evidence for some decisions.	*The following best describes what is observed:* • The school leader may not track school growth closely or at all. • The school leader may not rely on evidence to make decisions.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is **highly effective** at engaging members of the school community.	School leader is **effective** at engaging members of the school community.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader includes all stakeholders in school improvement efforts and reaches out to potential stakeholders proactively. • The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.	*The following best describes what is observed:* • The school leader includes all stakeholders in school improvement efforts. • The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy and/or DCPS initiatives).

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at engaging members of the school community.	School leader is **ineffective** at engaging members of the school community.
The following best describes what is observed: • The school leader struggles to fully include stakeholders in school improvement efforts. • The school leader may only be able to connect stakeholders to one or two small initiatives.	*The following best describes what is observed:* • The school leader has no evidence of engaging stakeholders in school improvement efforts. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is **highly effective** as a listener and communicator.	School leader is **effective** as a listener and communicator.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.	*The following best describes what is observed:* • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator,* who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** as a listener and communicator.	School leader is **ineffective** as a listener and communicator.
The following best describes what is observed: • The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness. • The school leader may establish positive interpersonal relationships with some school staff members. • The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.	*The following best describes what is observed:* • The school leader may lack clarity in his/her messages and/or be unresponsive. • The school leader fails to establish positive interpersonal relationships. • The school leader communicates ineffectively.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS		
LF LE4	School leader is **highly effective** at managing the change process.	School leader is **effective** at managing the change process.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate.	*The following best describes what is observed:* • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process,* preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance)
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at managing the change process.	School leader is **ineffective** at managing the change process.
The following best describes what is observed: • The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties. • The school leader may not see the potential pitfalls associated with the change process before they occur. • The school leader operates with a single leadership approach and/or practice.	*The following best describes what is observed:* • The school leader is unable to recognize the elements of the change process. • The school leader fails to comprehend how the change process impacts instructional and operational leadership. • The school leader does not operate within a set of effective leadership approaches.

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

	LEVEL 4 (HIGHEST)	LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is **highly effective** at constant personal learning.	School leader is **effective** at constant personal learning.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.	*The following best describes what is observed:* • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g., working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g., after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2	LEVEL 1 (LOWEST)
School leader is **minimally effective** at constant personal learning.	School leader is **ineffective** at constant personal learning.
The following best describes what is observed: • The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities. • The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.	*The following best describes what is observed:* • The school leader exhibits little desire to grow and change. • The school leader's actions are not connected to learning opportunities.

Documents

I. Letters
   a. Letter from Nathan Saunders, President, Washington Teachers Union
   b. Letter from Michael Taylor, DCPS Teacher
   c. Blog Post from Eric Bethel, DCPS Teacher
   d. Excerpts from emails written by teachers regarding IMPACT
   e. Excerpts from emails written by teachers regarding master educators
II. Additional Evidence
   a. Invitation to 2010 IMPACT Feedback Session
   b. List of 2010 IMPACT Feedback Sessions
   c. 2010 IMPACT Feedback Sessions Participant Agenda
   d. Announcement of 2011 IMPACT Feedback Sessions
   e. Sample Flyer from 2011 IMPACT Feedback Session
   f. List of 2011 IMPACT Feedback Sessions
   g. Sample Invitation to 2012 IMPACT Feedback Session
   h. 2012 Summary of Stakeholder Input

July 25, 2012

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(6)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

August 28, 2011

Good Evening Mr. Kamras,

I wanted to take a moment to thank you for your support. This year I reached the "Highly Effective" status for the second year in a row! As if this achievement weren't satisfying enough, I was able to pay off a student loan! (yay relief!) Most importantly, it makes me want to work harder in the classroom!

In August 2008, I arrived at McKinley Technology High School fresh out of college and deep in student debt. Many people (with the best of intentions) told me that I would teach for a few years and then move on to another profession. I put forth my best efforts to prove them wrong. My first year was riddled with rookie mistakes and sleepless nights. My second year was better, which gave me the confidence I needed to continue. My master educators gave me the resources and guidance that I needed to become a stronger teacher. Last year, I finally felt like I was making a real difference. As a new year begins, I fully anticipate that I will be able to increase student achievement.

I know that your job is often thankless, and that you sometimes face loud opposition. However, please remember that you have an army of teachers who fully support your reform efforts. Many of my colleagues and I are proud to teach in a district that is at the forefront of education reform. At the heart of every teacher is simply the intrinsic value of helping the make the lives of others better. Thank you for making teachers feel appreciated.

Thanks again for your support.

Sincerely,

Michael G. Taylor
Teacher, Social Studies Dept.
McKinley Technology High School
151 T Street NE | Washington, DC 20002
T 352.514.0971 | F 202.576.6279 | www.mckinleytech.org

DECEMBER 22, 2010 posted by Eric Bethel (www.studentsfirst.org)

Eric Bethel was a fifth grade teacher in the DC Public Schools when the new IMPACT teacher evaluation system was introduced last year, a system that rewards the highest performing teachers with bonuses and faster track promotions and removes low performing teachers from the system. Eric is too modest to say it up front in his guest blog, but he was rated Highly Effective because of the academic gains of his students and the ratings of the master educators and principal that evaluated him in the classroom. Learn more about Eric Bethel

It was extremely enriching to finally receive feedback that could help move my teaching forward. In the seven years prior, I never received feedback from an evaluation that allowed me to grow specific areas of instruction. In fact, most feedback was very general or nonexistent, as my principals were not content specialists or had grown to consider me a "strong" teacher, therefore scoring me highly with very little suggestions for growth. On the contrary, last school year, under IMPACT, observations revealed specific areas of my instruction that could be developed. As a result, I developed my instruction and served my students better.

IMPACT, specifically the Teaching and Learning Framework, has provided our district with a common language that defines effective teaching and learning. This common language is captured in nine different areas. Through the common language of the rubric, evaluators were able to pin point very specific components of my instruction that needed development.

In addition to growing instructionally, which would have been enough, IMPACT provided me the types of professional growth opportunities that make teaching in a tough district sustainable. Now that there was a way for our system to identify teachers, being identified as Highly Effective came with a host of invitations to be a part of leadership teams, focus groups, and other special opportunities. I was accepted to a fellowship that provided me the chance to work with our district's top-level leaders for six weeks over the summer. I learned a tremendous amount about all of the important aspects of education that take place outside of classrooms and schools. I was able to provide input to help our leaders better support us in the trenches. It was an amazing experience that contributed greatly to my professional growth.

Lastly, but certainly not least, especially if you ask my wife who has been dreaming of us owning our first home for years now, is the compensation connected with being a Highly Effective teacher. In the next few weeks, I am set to receive a Highly Effective bonus that is about half of my entire teacher's salary from last year. This bonus will greatly contribute to our dream. It is incredible that my district has moved beyond the lip service that teachers have become accustomed to hearing and has actually decided to show that they get how meaningful yet challenging teaching is. They are showing that they get it by appropriately compensating teachers who can do a great job at this extremely meaningful and incredibly challenging work. **Being a Highly Effective teacher in DC has been life changing!**

…Surprisingly, it was the IMPACT system that made me more interested in being a part of educational policy. Initially, I was frustrated at how the system was rolled out and implemented. It just seemed as if the system was intended to see failure in teachers, not their successes. As I went through the process with my master educators and administrators, my perspective slowly began to change. For the first time in a very long time, I finally felt like I was being respected as a professional, and that a process was put in place to hold me accountable for my performance. As a result, I began to become more interested in further developing my leadership skills as an educator.

– Teacher, School Without Walls

The IMPACT system appears to have the resources to recognize strong teachers and to identify what areas teachers need improvement. I have benefited greatly from the system and appreciated the feedback and collaboration with my master educator, principal, and special education coordinator.

– Teacher, Barnard ES

As a teacher who has received a Highly Effective rating, I feel that a big change this past year was the appreciation and excitement for good teachers. The IMPACT bonuses played a huge part in this excitement and giving raises for teachers who are not only doing their job – but doing a great job – has been a good incentive to retain strong teachers. I also feel that the "Standing Ovation" was a special night to recognize strong teachers and make them feel really appreciated. I was able to take this enthusiasm and excitement back into my classroom which motivated me to keep working hard and doing a good job for my students.

– Teacher, Hyde-Addison ES

…I was not 100 percent happy with my IMPACT score last year and I made it my personal mission this year to do my best to change it. One thing I chose to do was seek the help of a colleague I knew was performing well as a teacher. This year I am performing just as well as she is because she helped me see my simple mistakes that were so easy to improve.

– Teacher, Ketcham ES

I am currently taking the Master Educators' Teach 1: Elementary Mathematics course. Starting the first week, I gained a greater understanding of the ideas within Teach 1, and I was able to immediately begin to refine my objectives to be more specific and measurable. The course has also taught me how to better align each part of a lesson with the objective. My increased understanding of Teach 1 has lead to clearer instruction, easier lesson planning, and improved scores on my IMPACT assessments by both my principal and master educator. I am definitely pleased with the outcomes of this PD experience!

– Teacher, school unspecified

Demonstration of Educator Support

After teaching for 15 years, I finally received quality feedback from a formal observation. Let me tell you about the master educator. She is awesome! She is professional! She knows IMPACT and can give you accurate feedback!

– Elementary Teacher, Seaton ES

I want to thank you for everything this week. I love my job, but I work in a place where efforts are not always recognized and certainly not equally. I have become desensitized to it. You have inspired me. You have helped me see that my efforts are not in vain.

– Science Teacher, Cardozo SHS

Thank you so much for your kind words, and for sitting down to talk with me yesterday. The first few weeks of teaching have been a bit of a struggle as we talked about, so I really can't tell you how much I appreciated your suggestions for improvement and your candid advice. I am very excited about the new literacy resources we talked about, and I'm looking forward to working with you more this year!

– Special Education Teacher, Columbia Heights EC

Thank you for your time and your advice about my teaching. It was with pleasure that I follow your suggestions and was impressed by the level of professionalism by which you conducted the conference. I know that DCPS has found a real master educator, capable of understanding in depth his role, supporting educators across all levels. I not only applaud your expertise but also the level of commitment and efforts to understand educators in their own setting: The classroom. It is with confidence that I will be able to follow your advice and also to speak highly about your vision and role as ME.

– Dual Language Teacher, Oyster-Adams Bilingual School

I would like to thank you, for taking time out of your hectic schedule to meet with us teachers. It shows a lot about your character and how committed you are to the job. I thank you, we thank you. You have put us at ease and put a feeling behind the title of a master educator… Please continue doing what you're doing, it works and helps. Thank you so very much.

– Early Childhood Teacher, Noyes EC

I wanted to thank you for the honest and thoughtful evaluation and conference. I really appreciated the suggestions and guidance you offered. I can't tell you how helpful it is to have an honest and considerate conversation about what I am doing in the classroom, especially during these first few months.

– Special Education Teacher, Ketcham ES

Demonstration of Educator Support

You are incredible! These ideas are amazing. Suggestions like these are so helpful to my teaching and my students' learning. Your ideas sparked other ideas for me and I cannot thank you enough for all the support you have given me.
– Math Teacher, Deal MS

Thank you again for your help. I wish that I could have demonstrated a more effective lesson for my observation, but I guess now the only place to go is up! I'm not sure that you will be back to observe me again, but if so, I hope that you will see a much more competent and effective teacher.
– Early Childhood Teacher, Barnard ES

Thank you again for yesterday's thoughtful, professional ratings conference. Your detailed report will certainly help me to improve as an educator, and I truly appreciate all the effort you put into it.
– Elementary Teacher, King ES

Thank you for your suggestions the other week. I took some time to go over rules and procedures and had a few of the troublesome kids buy in.
– Math Teacher, Dunbar SHS

Thank you so much! I really appreciate all of the support. You took a lot of time from your family to help me and I'm grateful to you for it. I feel like you are really working hard to help us improve our teaching practice and that your conversations will be productive and fruitful.
– ESL Teacher, Powell ES

I appreciate your positive approach for growth not only with the students but also the instructor. In my final year of teaching, it is quite enhancing to have a professional make creative and insightful recommendations. Thanks for the motivation.
– English Teacher, CHOICE Academy

I just wanted to take this opportunity to thank you for coming in and providing me with feedback. In fact I implemented it the very same day. On the lesson plan format I use, I put reminders at the top of the page.
– Special Education Teacher, Miner ES

I did indeed use some of your recommendations today and am mindful teaching is a fluid process and the age ranges and wide gap in instructional style is a challenge. Again, I appreciate your courtesy and helpful feedback.
– Early Childhood Special Education Teacher, Burroughs EC

Thank you so much for taking time to meet with me today. Your ideas around word work and homonyms were helpful and definitely gave me some things to think about and incorporate in my practice.
– English Teacher, Columbia Heights EC

I would like to thank you for your words of wisdom during my post observation conference. I plan to use your comments in improving the various teaching techniques you suggested.
– Elementary Teacher, Burroughs EC

Demonstration of Educator Support

I just wanted to thank you for the pointers you gave me to help my students reach their highest potential. I tried probing for higher-level understanding. I'm going to continue to do what it takes for the best interest of my students.
– Early Childhood Teacher, Randle Highlands ES

Thank you so much for the feedback and meeting with me yesterday. I already implemented one of the strategies you suggested yesterday. I think the more consistently I use these strategies, the better their behavior will become!
– Early Childhood Teacher, Powell ES

[My master educator] gave me the most constructive and practical feedback I have received in my 3 years of being part of the DCPS evaluation system. She answered every last one of my very detailed questions regarding ideas I want to implement based on her suggestions. Furthermore, she provided even more suggestions that worked for her while she was teaching.
– English Teacher, Ballou HS

Our conversation was more helpful than I can even explain. I can't wait for your next lesson.
– Elementary Teacher, Key ES

Thank you for being so happy all the time. If you came in stressed, I would have shut down too and would have become really jaded really fast.
– Science Teacher, Coolidge SHS

It was a pleasure meeting and working with you on your visit. It is always a treat to be able to discuss matters with someone who totally understands.
– Science Teacher, Ellington School for the Arts

Thank you for a very informative and instructional post observance conference on Tuesday evening. I want you to know that I did go over the document and I shall make appropriate alterations to my teaching based on your observations and comments. I want to thank you too for the frankness of our discussion. I found your commentary to be fair and helpful.
– Social Studies Teacher, School Without Walls SHS

Let me extoll the virtues of two fine ME's… They are helpful, considerate, generous with their time, for example, go out of their way to help---and are here to help. They both deserve kudos. Both have given suggestions on how to tighten up and improve a couple lessons I have been working out.
– Elementary Teacher, Plummer ES

Thanks for sending the report! Also, the blue/red questions guide looks awesome as well. …. I can't thank you enough for your continued support and your feedback. I appreciate your willingness to come back and discuss things further this year.
– Elementary Teacher, Key ES

I don't know if you remember me; I'm sure you meet many different teachers…. You emailed me once to see how everything was going in the classroom. I really appreciated your thoughtfulness as well as your constructive criticism…The purpose of this email is to let you know that you made an impression on me and that you were on my mind. I wish you a wonderful remainder of the year. Thank you for who you are.
– Early Childhood Teacher, J.O. Wilson ES

I finally got to this article. It definitely gives me a better idea of where I am trying to go in Math with tiered lessons. It was encouraging, because it said you will not arrive at differentiated instruction in the classroom over one night….Keep me in mind for more articles and ideas. I truly appreciate everything you have done for me. Thank you.
–Early Childhood Teacher, Shepherd ES

As always, thank you so much for your incredibly helpful feedback, insight, and suggestions…I am greatly appreciative of the time, energy, and thoughtful consideration you gave me during the conference and in your written feedback. I will keep in touch about future questions/breakthroughs/applications. Thank you so much!
– Elementary Teacher, King ES

I wanted to thank you for taking the time out to help me better my profession. In the 30 minutes we conversed I learned so much from you. After reading the books you provided for me and after our conversation I was able to clearly differentiate my lessons and save instruction time by implementing "turn and talk." During our reader's workshop and writer's workshop I was able to provide each child with a word bank and different types of paper for each child based on their skill level. Then I had them turn and talk to their peanut butter and jelly partners. The results were wonderful! We transitioned with ease and each student had a task to complete that was catered to their exact skill level. I was so excited! Thank you for your constructive suggestions! I truly appreciate it!
– Early Childhood Teacher, Truesdell EC

I wanted to thank you for your help and support. I was very nervous about this whole IMPACT process and I feel a lot more comfortable as you have really taken the time to help me grow. I truly value your expertise and I really would love to sit down with you and get some more feedback and ideas for better management and design of lessons. Being that I am new I can take all the help and guidance I can get!
– Elementary Teacher, Eaton ES

I just wanted to say that I enjoyed your visit and appreciate your input and encouragement. I will take your suggestions to heart and strive to teach with excellence.
– Elementary Teacher, Truesdell EC

I had a couple of free moments—yes, it happens occasionally— and I wanted to send you a heartfelt, "Thank You." Thank you for listening and being so gracious. I learned a lot from you and I look forward to engaging you in conversation throughout the school year via the internet. I am definitely going to look at the articles that you referenced and create my questioning cheat sheet from the PowerPoint presentation. In closing, I just want you to know that I am going to carry my evaluation around in my pocket everyday to remind me of staying on point.
– Middle School Teacher, Wheatley EC

Thank you for coming. I am blessed to have you as my Master Educator. Please, if you will have training in the future, please inform me so I can attend.
– Special Education Teacher, Prospect LC

Thank you so much. I also enjoyed our conversation very much and look forward to discussing more teaching matters in the future. Thank you for the offer to use your expertise and experience as a resource

for how to better our classroom. You were a breath of fresh air on Monday. Thank you for your helpfulness and feedback. I look forward to implementing suggestions you made.
– Special Education Teacher, Spingarn SHS

Thank you so much for the updated score report. I am very pleased. Additionally, I wanted to reiterate my thanks for making this the type of feedback IMPACT is intended to provide. I feel like you did a great job of identifying things I did well and providing very useful resources to help me improve.
– Elementary Teacher, Key ES

Good evening! I wanted to thank you for the feedback and materials you provided me from my last observation. I appreciate the time and suggestions you prepared for me, as well as the time you spent speaking with me this week. An English teacher and I spent a couple hours today working on and with your warm-up organizer/activity and how we can utilize it this term. It really is a great tool for both teachers and students--thank you!
– Social Studies Teacher, Spingarn SHS

Thank you so much for all your helpful advice and suggestions. I'm particularly grateful for the time you spent with me yesterday during the post IMPACT evaluation conference. The additional specific and detailed strategies for possible use in middle school classes are very valuable to me to better my instructions. I appreciate your kindness and patience in sharing your expertise in foreign language teaching. I just emailed the contact you suggested to ask for a privilege to observe one of his classes.
– Foreign Language Teacher, Emery EC

Hi, thanks for coming today. I was so glad to see you as I trust your observations and value your feedback.
– Elementary Teacher, Eaton, ES

It was so wonderful to see you last week! I really appreciate that you take the time to come to our first grade meetings, and I think it makes all of us feel more positively about the whole master educator program, so that's major!
- Elementary Teacher, Horace Mann ES

Thanks for doing what you so magically do. I remember being afraid and looking at you across the table when IMPACT was so new last year and learning so much. These teachers are blessed and are better for having this experience with your whole team.
– Mentor Teacher, Office of Professional Development

I just wanted to say thank you for the thoughtful comments you made on the IMPACT evaluation. Having met you at the first grade teachers meeting, I was so excited when you walked into my classroom because I knew that you would be able to give me feedback on the workshop model and offer suggestions….You have an open invitation to pop in my classroom anytime you are at Murch or in the neighborhood. Thanks again for everything, you made my week!
–Elementary Teacher, Murch EC

Thanks for everything including your comments, recommendations and help. I hope that I will keep having you as my "Master Teacher". I think I will continue to communicate with you. It is also a great pleasure to have you as my guide and mentor.
– Itinerant ELL/Bilingual Teacher

Demonstration of Educator Support

You have been one of the most helpful people that I have come to know during my teaching career in DCPS.
– Early Childhood Teacher, Truesdell EC

In speaking with my coach, we were commenting on how great many master educators are with providing feedback as well as suggestions that are helpful and useful. Many of us teachers appreciate the feedback from master educators.
– Elementary School Teacher, Bruce-Monroe ES

I was observed today by my principal and I am confident I scored a 4 with my higher-order questions. I'll keep you posted. I can't believe one meeting could be more informative and helpful than countless PD's. You rock! Thanks for being so incredibly good and what you do.
– Elementary School Teacher, Bancroft ES

Thanks again for your time. I have applied much of what we discussed and have seen some success in my classroom. More specifically, my reading small groups are running smoothly and I am able to get a better picture of where my students are during this period…I know this email is sort of me rambling on but I did want to let you know your time was appreciated and valued. Now, when are you available to meet again?
– Elementary Teacher, Malcolm X ES

This is my first year teaching art in the district and like any new job, lots of things to learn and do. master educator observations (new experience) turned out to be a valuable learning experience, I was able to glean from their experience and grow as an educator. One of the music MEs who observed me, did research and educated herself on the art experience so that she could inform me. I was so impressed and appreciative of the effort she put forth on my behalf. She gave me detailed points on the things I did well (thank you), and suggestions to help me incorporate into my everyday routine of teaching. And one of the art MEs also gave great suggestions and fantastic ideas that I could utilize. I loved having an opportunity to discuss the ins and outs of being an art teacher with another art teacher... LOVED it! Both of the ME's went above and beyond and I wanted to let you know; Sir, they did great.
– Teacher, M.C. Terrell / McGogney ES

To All DCPS Staff,

I am writing to you to announce a series of feedback sessions about the Teaching and Learning Framework and IMAPCT. I'm hoping that you can attend one or more of the 78 sessions listed in the attached document to help guide the development of the 2010-2011 versions of these initiatives. Your input is invaluable to this process. Please note that we will also be conducting a survey of all staff to gather feedback; look for an email about this in the coming weeks. Finally, feel free to contact me directly at any time to share your ideas for next year.

Thank you so much,

Michelle Rhee
Chancellor

Demonstration of Educator Support

Date	Focus	Location
March 8	Ward 8 Teachers	Savoy ES (2400 Shannon Pl. SE)
March 10	Ward 5 Teachers	Coolidge SHS (6315 5th St. NW)
March 11	Ward 6 Teachers	Tyler ES (1001 G. St. SE)
March 15	Ward 2 Teachers	School Without Walls SHS (2130 G. St. NW)
March 16	Ward 7 Teachers	Kenilworth ES (1300 44th St. NE)
March 17	Ward 5 Teachers	Luke C. Moore Academy SHS (1001 Monroe St. NE)
March 18	Ward 3 Teachers	Thomas ES (650 Anacostia Ave. NE)
March 22	Dual Language Teachers	Bruce-Monroe ES @ Park View (3560 Warder St. NW)
March 22	Instructional Coaches	McKinley Tech. HS (151 T St. NE)
March 23	Ward 1 Teachers	Tubman ES (3101 13th St. NW)
March 24	WTU Members	Hosted by WTU – Location TBD
March 24	Program Coordinators & Deans	McKinley Tech. HS (151 T St. NE)
March 25	Special Education Teachers	Emery EC (1720 1st St. NE)
March 25	Librarians	Logan PD Annex (215 G St. NE)
April 6	ESL Teachers	Ross ES (1730 R St. NW)
April 6	Mentor Teachers	McKinley Tech HS (151 T St. NE)
April 7	Early Childhood Teachers	Plummer ES (4601 Texas Ave. SE)
April 7	Related Service Providers	McKinley Tech HS (151 T St. NE)
April 9	STAY Teachers	Ballou STAY (3401 4th St. NE)
April 12	Art & Music Teachers	Ellington School of the Arts (3500 R St. NW)
April 12	Special Education Coordinators	McKinley Tech. HS (151 T St. NE)
April 13	WTU Members	Hosted by WTU – Location TBD
April 14	High School Teachers	McKinley Tech. HS (151 T St. NE)
April 15	Special Education Teachers	Teansition Academy @ Shadd (5601 East Capital St. SE)
April 15	Instructional Paraprofessionals	Logan PD Annex (215 G St. NE)
April 19	Reggio Emilia Teachers	Montgomery ES (421 P St. NW)
April 19	Psychologist	Logan PD Annex (215 G St. NE)
April 20	CTE Teachers	Phelps Architecture, Construction, and Engineering HS (704 26th St. NE)
April 20	Custodial Staff	Logan PD Annex (215 G St. NE)
April 21	YSC & IYP Teachers	Youth Services Center (1000 Mt. Olivet Rd. NE)
April 21	Business Managers	Logan PD Annex (215 G St. NE)
April 22	Middle Scool Teachers	Shaw MS @ Garnet-Patterson (2001 10th St. NW)
April 22	Office Staff	Logan PD Annex (215 G St. NE)

Demonstration of Educator Support

Date	Focus	Location
April 26	High School Teachers	Columbia Heights Education Campus (1301 16th St. NW)
April 26	Registrars	Logan PD Annex (215 G St. NE)
April 27	Dual Language Teachers	Oyster-Adams Bilingual School (2801 Calvert St. NW)
April 27	CSO Members	Logan PD Annex (215 G St. NE)
April 28	Art & Music Teachers	Smothers ES (440 Brooks St. NE)
April 28	Teamster Members	Logan PD Annex (215 G St. NE)
April 29	Montessori Teachers	Watkins ES (Capitol Hill Cluster) (420 12th St. SE)
April 29	AFSCME Members	Logan PD Annex (215 G St. NE)
May 3	WTU Members	Hosted by WTU – Location TBD
May 3	Group 20 Members	Logan PD Annex (215 G St. NE)
May 5	Special Education Teachers	Barnard ES (Lincoln Hill Cluster) (430 Decatur St. NW)
May 6	Middle School Teachers	Deal MS (3815 Fort Dr. NW)
May 6	Instructional Coaches	Logan PD Annex (215 G St. NE)
May 10	Elementary Teachers	Payne ES (305 15th St. SE)
May 10	Program Coordinator & Deans	Logan PD Annex (215 G St. NE)
May 11	Health and P.E. Teachers	Cardozo SHS (1200 Clifton St. NW)
May 12	Early Childhood Teachers	Thomson ES (1200 L St. NW)
May 12	Librarians	Logan PD Anex (215 G St. NE)
May 13	ESL Teachers	H.D. Cooke ES (2525 17th St. NW)
May 13	Special Education Coordinators	Logan PD Annex (215 G St. NE)
May 17	Social Workers	Logan PD Annex (215 G St. NE)
May 18	Ward 8 Teachers	Malcolm X ES (1351 Alabama Ave. SE)
May 19	Ward 1 Teachers	Raymond EC (915 Spring Rd. NW)
May 19	Instructional Paraprofessionals	Logan PD Annex (215 G St. NE)
May 20	Ward 4 Teachers	Takoma EC (Piney Branch Rd. NW)
May 20	Office Staff	Logan PD Annex (215 G St. NE)
May 24	Ward 7 Teachers	Aiton ES (533 48th Pl. NE)
May 24	Custodial Staff	Logan PD Annex (215 G St. NE)
May 25	Ward 5 Teachers	Noyes EC (2725 10th St. NE)
May 25	Business Managers	Logan PD Annex (215 G St. NE)
May 26	Ward 2 Teachers	Seaton ES (1503 10th St. NW)
May 26	All Office Staff	Logan PD Annex (215 G St. NE)
May 27	Ward 3 Teachers	Janney ES (4130 Albemarle St. NW)
June 1	Ward 6 Teachers	Brent ES (301 North Carolina Ave. SE)
June 1	CSO Members	Logan PD Annex (215 G St. NE)

Demonstration of Educator Support

Date	Focus	Locations
June 2	Elementary Teachers	Key ES (5001 Dana Pl. NW)
June 2	Teamster Members	Logan PD Annex (215 G St. NE)
June 3	AFSCME Members	Logan PD Annex (215 G St. NE)
June 8	High School Teachers	Ballou SHS (3401 4th St. SE)
June 9	Elementary Teachers	Eaton ES (3301 Lowell St. NW)

Agenda

1. Warm-up
2. Silent conversation
3. Group discussions
4. Share out from group discussions
5. Final thought

Warm-Up

On one side of your index card, please write one strength of the current IMPACT system. On the other side, please write one area for improvement.

Topics for Silent Conversation and Group Discussions:

1. **TLF standards and rubric:** What changes should be made to the TLF standards or to the rubric for a particular standard?
2. **Procedures:** Do you think that any changes should be made in the observation procedures? (For example, length of observations, number of observations, announced vs. unannounced, structure of conference)
3. **Support:** What types of support would be helpful to you, and how should they be made available?
4. **Student Achievement Measures**: How can we improve our measurement of a teacher's student achievement growth, particularly for teachers in non-tested subjects?
5. **Other:** Do you have any other thoughts or comments about how we should change IMPACT for next year?

Final Thought

In your opinion, what are the most important changes that DCPS should make to the TLF and IMPACT for next year?

Dear Principal,

We have just announced a series of feedback sessions that will focus on how central office can best support teachers' growth and development. I am writing to ask for your help in ensuring that your teachers are aware of these sessions.

You'll find included in this packet some flyers with information on both the front and the back: one side announcing the sessions that will be held in your ward and a second side listing all sessions.

I would be very grateful if you could ensure that both sides of these flyers are posted in a visible location at school and that copies are placed in teachers' mailboxes.

Thank you in advance for your help with this important initiative. These sessions will allow us to collect invaluable feedback from our teachers.

Best,

Jason Kamras,
Chief, Office of Human Capital

TEACHER SUPPORT AND DEVELOPMENT FEEDBACK SESSIONS

Calling all DCPS ***WARD 1*** *educators*

Tell us how we can better support you.

Central office **staff members** are coming to a school near you to hear your thoughts on:

Demonstration of Educator Support

Date	Focus	Location
March 29	Ward 8 Educators	Simon ES (401 Mississippi Ave. SE)
March 30	Special Education Educators	Sharpe Health School (4300 13th St. NW)
March 31	Ward 4 Educators	Barnard ES (430 Decatur St. NW)
March 31	Middle School Educators	Walker-Jones EC (1125 New Jersey Ave. NW)
April 5	Early Childhood Educators	King ES (3200 6th St. SE)
April 6	Ward 5 Educators	CHOICE Academy (1401 Brentwood Pkwy. NE)
April 11	Ward 7 Educators	Kelly Miller MS (301 49th St. NE)
April 12	Ward 3 Educators	Key ES (5001 Dana Pl. NW)
April 13	Ward 2 Educators	Francis-Stevens EC (2425 N St. NW)
April 26	Elementary School Educators	Payne ES (1445 C St. SE)
April 27	Ward 1 Educators	Cleveland ES (1825 8th St. NW)
April 28	Ward 6 Educators	Ludlow-Taylor ES (659 G St. NE)
May 2	Middle School Educators	Shaw MS @ Garnet-Patterson (2001 10th St. NW)
May 3	High School Educators	Cardozo HS (1200 Clifton St. NW)
May 4	Early Childhood Educators	Maury ES (1250 Constitution Ave. NE)
May 5	Ward 8 Educators	Kramer MS (1700 Q St. SE)
May 9	Special Education Educators	Garrison ES (1200 S St. NW)
May 11	Ward 7 Educators	Randle Highlands ES (1650 30th St. SE)
May 12	Ward 3 Educators	Deal MS (3815 Fort Dr. NW)
May 12	Ward 4 Educators	Whittier EC (6201 5th St. NW)
May 17	Ward 6 Educators	Tyler ES (1001 G. St. SE)
May 18	Elementary School Educators	Murch ES (4810 36th St. NW)
May 19	Ward 2 Educators	Ellington School of the Arts (3500 R St. NW)
May 23	Special Education Educators	Eastern HS (1700 East Capitol St. NE)
May 23	High School Educators	Luke Moore Academy (1001 Monroe St. NE)
May 25	Ward 1 Educators	Bancroft ES (1755 Newton St. NW)
May 31	Ward 5 Educators	McKinley Technology HS (151 T St. NE)

Dear Educator,

We are writing to remind you about the upcoming feedback session taking place in Ward 1. The session will be held at **Benjamin Banneker HS (800 Euclid St. NW) on Tuesday, March 6 from 4:30-6:00 p.m.** A flyer is attached for more information. This feedback session will focus on how central office can best support teachers' growth and development.

If you are unable to attend the Ward 1 session, we encourage you to attend a session taking place in any of the other wards across the district. The complete schedule is attached to this email. During these sessions, we will invite educators from across the city to provide input on topics including IMPACT for 2012-2013, professional development, teacher career ladders, and performance pay.

We hope that you will find time to attend at least one session, as your insight is vital in shaping these central office initiatives.

Thank you for your commitment to our students. We look forward to seeing you soon.

Best,

The Teacher Effectiveness Strategy Team

Demonstration of Educator Support

- **School Leader Task Force:** Biweekly meetings over five months with 12 school leaders, representing a variety of experience levels, school types, and wards
- **Surveys:** Online surveys distributed to all principals, assistant principals, teachers, and staff members (525 total responses)
- **Teacher-Led Feedback Sessions for Educators:** 17 sessions in schools facilitated by members of the Chancellor's Teachers' Cabinet
- **Central Office-Led Feedback Sessions for Educators:** 12 sessions, including one in each ward, to gather feedback on draft changes
- **Instructional Superintendent Meetings:** One-on-one meetings with each superintendent in November, presentations at superintendent meetings in December and February to discuss draft changes, and additional one-on-one meetings in June
- **Principal Phone Calls:** 10 calls conducted with principals in June to review changes
- **Central Office Task Force:** Biweekly meetings over five months with 13 senior staff members from across OHC, OCAO, and OSE
- **WTU meetings:** Initial meeting in October; regular check-ins with Jason Kamras during the year

DISTRICT OF COLUMBIA

High Need Documentation

DCPS currently operates 123 schools. 99 schools meet the definition of a high-poverty schools as defined by "a school with 50 percent or more of its enrollment from low-income families, based on eligibility for free or reduced-provide lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use."

This means 80.48% of DCPS schools are classified as high need.

	School	**Percent of Students Eligible for Free or Reduced-Price Lunch**
1	Hendley Elementary School	99.12%
2	Ferebee-Hope Elementary School	96.41%
3	M.L. King Elementary School	96.34%
4	Moten Elementary School @ Wilkinson	95.41%
5	Drew Elementary School	94.56%
6	Aiton Elementary School	94.52%
7	Mamie D. Lee School	93.98%
8	Tubman Elementary School	93.25%
9	Ketcham Elementary School	92.49%
10	M.C. Terrell/ McGogney Elementary School	92.45%
11	Garfield Elementary School	92.34%
12	Kenilworth Elementary School	91.80%
13	Nalle Elementary School	91.75%
14	Amidon-Bowen Elementary School	91.64%
15	Davis Elementary School	91.62%
16	Noyes Education Campus	91.46%
17	Bruce-Monroe Elementary School @ Park View	91.12%
18	Kimball Elementary School	90.59%
19	Browne Education Campus	90.56%
20	Plummer Elementary School	90.05%
21	Prospect Learning Center	89.81%
22	Stanton Elementary School	89.73%
23	Brightwood Education Campus	89.54%
24	Eliot-Hine Middle School	89.45%
25	Raymond Education Campus	89.38%
26	Patterson Elementary School	88.83%
27	Kramer Middle School	88.33%
28	Orr Elementary School	88.22%
29	Hart Middle School	88.03%

30	J.O. Wilson Elementary School	87.42%
31	Garrison Elementary School	87.38%
32	Truesdell Education Campus	87.24%
33	Savoy Elementary School	87.10%
34	Langley Elementary School (Formerly Emery EC)	86.84%
35	C.W. Harris Elementary School	86.82%
36	Simon Elementary School	86.55%
37	Thomas Elementary School	86.43%
38	Smothers Elementary School	86.16%
39	Powell Elementary School (Lincoln Hill Cluster)	86.11%
40	Seaton Elementary School	86.09%
41	Whittier Education Campus	85.88%
42	Dunbar High School	85.82%
43	Sharpe Health School	85.71%
44	Turner Elementary School @ Green	85.61%
45	Columbia Heights Education Campus (CHEC)	85.44%
46	Wheatley Education Campus	85.16%
47	Marie Reed Elementary School	84.75%
48	Johnson Middle School	84.69%
49	Ron Brown Middle School	84.39%
50	Shaw Middle School @ Garnet-Patterson	84.18%
51	Houston Elementary School	84.16%
52	Winston Education Campus	83.83%
53	Kelly Miller Middle School	83.76%
54	Burrville Elementary School	83.70%
55	Sousa Middle School	83.52%
56	MacFarland Middle School (Lincoln Hill Cluster)	83.49%
57	LaSalle-Backus Education Campus	83.28%
58	Cleveland Elementary School	83.15%
59	Randle Highlands Elementary School	83.12%
60	Payne Elementary School	83.05%
61	Ludlow-Taylor Elementary School	83.00%
62	Malcolm X Elementary School	82.92%
63	Anacostia High School	82.42%
64	Miner Elementary School	82.21%
65	Washington Metropolitan High School (formerly YEA)	82.13%
66	Ballou High School	81.82%
67	Ballou STAY	81.82%
68	Barnard Elementary School (Lincoln Hill Cluster)	81.61%
69	Takoma Education Campus	81.43%

70	Spingarn High School	81.33%
71	Spingarn STAY	81.33%
72	Bancroft Elementary School	80.86%
73	CHOICE Academy	80.61%
74	H.D. Cooke Elementary School	79.89%
75	Burroughs Education Campus	79.73%
76	Beers Elementary School	78.79%
77	Luke Moore Alternative High School	78.28%
78	Walker-Jones Education Campus	77.61%
79	Jefferson Middle School	77.57%
80	Langdon Education Campus	76.98%
81	Brookland Education Campus @ Bunker Hill	76.64%
82	Thomson Elementary School	75.99%
83	H.D. Woodson High School	75.98%
84	Phelps Architecture, Construction and Engineering High School	75.30%
85	Marshall Elementary School	73.91%
86	Leckie Elementary School	73.20%
87	Cardozo High School	72.41%
88	West Education Campus	72.13%
89	Coolidge High School	68.48%
90	Eastern High School	68.95%
91	Roosevelt High School	66.00%
92	Roosevelt STAY	66.00%
93	Francis-Stevens Education Campus	65.40%
94	Tyler Elementary School	63.05%
95	Benjamin Banneker High School	61.02%
96	Stuart-Hobson Middle School (Capitol Hill Cluster)	54.21%
97	McKinley Technology High School	50.15%
98	Youth Services Center	31.00%
99	Incarcerated Youth Program, Correction Detention Facility	19.00%

The Leadership Development series is a set of workshops throughout the school year designed to help school leaders develop their own abilities along the six standards of the Leadership Framework: Instruction, Talent, Operations, Family & Community, School Culture, and Personal Leadership.

The primary purpose of these workshops is to respond to school leaders' requests for more professional development, targeted at their greatest areas of need, to help them grow as leaders and improve their school communities. In addition, participants will be asked to give feedback on the presenters and content to evaluate whether they will continue to be involved with other DCPS programs, such as the Patterson Fellowship for aspiring principals.

How were the providers selected?

- Central office staff spoke to about twenty vendors
- Each was vetted based on their written materials and website, videos of their presentations, their willingness to customize their content for DCPS, their experiences as presenters and practitioners, and reviews from past participants, both internal and external to DCPS
- The four external vendors chosen all came highly recommended for their skill in facilitating sessions and the practical applications of their work
- Some important development areas, such as instructional expectations and RTI, were so specific to the DCPS context that we decided to engage internal DCPS staff to conduct the sessions
- These presenters are also being vetted for the quality and engagement levels of their presentations, and we will work with them to ensure that their workshops are equally valuable for participants.

What are the benefits for participants?

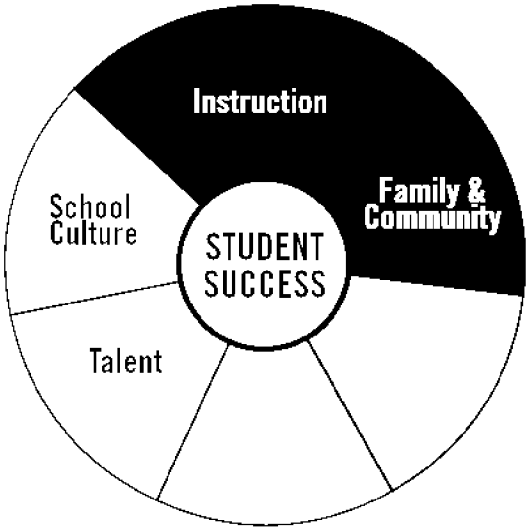
- Leave with concrete strategies to take back to their schools in the targeted area
- Learn new frameworks for approaching crucial areas of school leadership
- Each workshop represents a major lever for improving student achievement

What is expected of participants?

- Choose workshops that meet their specific professional development needs
- Attend all workshops in the series they select and arrive on time
- Actively engage and collaborate with colleagues during the sessions
- Give feedback to inform decisions about long-term collaboration with the facilitator

What is expected of the instructional superintendents?

- Help principals select appropriate workshops
- Attend workshops where possible (we hope to have at least one supt at each workshop)
- Give feedback to inform decisions about long-term collaboration with the facilitator



Leadership Framework Standard	Aligned Series	Dates
Instruction	**Leading the Consistent Implementation of Instructional Expectations** (DCPS Staff) • Defining and Monitoring Instructional Expectations • Effective and Efficient Strategies to Change Teacher Practice	9/27, 10/11
Talent	**Talent Management** (Coaching for Results) • TBD	TBD
Family & Community	**Family and Community Engagement** (Helen Westmoreland, Flamboyan Foundation, and DCPS Staff) • Creating a School Climate and Action Plan for Family Engagement • Partnering with Families Around Academic Achievement and School Improvement	9/18, 11/20, 3/19, 5/21
School Culture	**Transforming School Culture** (Dr. Anthony Muhammad, New Frontier 21) • Creating a Culture of High Achievement • Getting Staff "Buy In," Creating a Healthy Organizational Culture	10/22, 11/9, 12/3
	Response to Intervention (DCPS Staff) • Introduction to Response to Intervention • Using Data-Based Decision-Making in RTI	2/7, 3/7
Personal Leadership	**Adaptive Leadership** (Brendan O'Day, The Meristem Group) • Use the Adaptive Leadership model and the Case Consultancy Protocol to build a deeper understanding of group dynamics • Build adult capacity and strengthen professional ties	9/13, 11/1, 1/17, 3/14, 5/9

Session Title	Leading the Consistent Implementation of Instructional Expectations	
Facilitator	DCPS Staff	
Standard Alignment	Instruction	
Target Audience	Principals and Assistant Principals of all experience levels. Participants must commit to attending both sessions.	
Overview	School leaders will learn to use the DCPS Academic Plan and their Academic Leadership Team to drive instructional expectations and improve teacher practice in their schools.	
Objectives	School leaders will be able to: • Define instructional leadership • Identify effective strategies for sharing an instructional vision • Evaluate examples of instructional leaders success in communicating their instructional visions • Identify types of data that can inform an instructional vision and how to use this data to assess progress toward a goal • Identify the overall goal and core components of the DCPS Academic Plan • Identify the expectations and role of the DCPS academic leadership team in DCPS • Evaluate instructional lessons using the TLF rubric	
Session Titles and Dates	• Session 1: Defining and Monitoring Instructional Expectations	Thursday, September 27, 8am – 4pm
	• Session 2: Effective and Efficient Strategies to Change Teacher Practice	Thursday, October 11, 8am-4pm

Session Title	Family and Community Engagement	
Facilitator	Helen Westmoreland, Flamboyan Foundation, and DCPS Staff	
Standard Alignment	Family and Community	
Target Audience	Principals and Assistant Principals of all experience levels (up to 30 participants). Participants must commit to all 4 sessions. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn strategies for engaging families and communities. They will learn strategies to create a school climate that welcomes families and community partners and engage families in academic achievement and school improvement plans.	
Objectives	School leaders will be able to: • Apply the School-Wide Family Engagement Diagnostic Rubric to assess the level of family engagement in the school and recent strategies tried by the school. • Conduct root cause analysis using quotes and discussion about family perceptions of school and staff • Identify strategies for creating a welcoming school climate for family engagement • Analyze a case studies using Kotter's framework to determine successes, challenges, and next steps • Identify strategies for investing families in goal-setting, data-monitoring, and learning support • Diagnose and discuss staff skill and will to implement family engagement initiatives	
Session Titles and Dates	• Session 1: Creating a School Climate for Family Engagement	Tuesday, September 18, 8am-4pm
	• Session 2: Partnering with Families around Academic Achievement	Tuesday, November 20, 8am-4pm
	• Session 3: Assessing and Action Planning around Family Engagement	Tuesday, March 19, 8am-4pm
	• Session 4: Family Engagement in School Improvement	Tuesday, May 21, 8am-4pm
Facilitator Bio	Helen Westmoreland is the Director of Program Quality for the Flamboyan Foundation, a private family foundation based in Puerto Rico and Washington, D.C., with the mission of improving educational outcomes for children in public schools and public charter schools. Her areas of expertise include evaluation, family engagement, out-of-school-time, community organizing, and systems-building. She recently spent two weeks with Dignitas Project on the ground in Nairobi to help develop an evaluation system linked to program outcomes. Helen received her master's degree in education policy and management from Harvard Graduate School of Education and her bachelor's degree in Spanish from Duke University.	

Session Title	Transforming School Culture	
Facilitator	Dr. Anthony Muhammad, New Frontier 21	
Standard Alignment	School Culture	
Target Audience	Principals and Assistant Principals of all experience levels (up to 24 participants). Participants must commit to all 3 sessions. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn strategies for modeling high expectations, gaining staff buy-in, celebrating student success, and creating a supportive, learning-focused school community.	
Goal	School leaders will learn strategies for creating a positive school culture while gaining the support of their staff throughout the change process.	
Objectives	School leaders will be able to: • Analyze what school leaders do in order to model their belief in the potential that every student can achieve at high levels • Identify strategies to gain staff "buy-in" for improvement initiatives • Identify what school leaders do to create a supportive learning-focused community and what teachers do to bring this culture into their classrooms • Spot the factors that can be harmful to school cultures • Identify effective strategies for celebrating student successes	
Session Titles and Dates	• Session 1: Creating a Culture of High Achievement	Monday, October 22, 8am-4pm
	• Session 2: Getting Staff "Buy-in" for Improvement Initiatives	Friday, November 9, 8am-4pm
	• Session 3: Creating a Healthy Organizational Culture	Monday, December 3, 8am-4pm
Facilitator Bio	Anthony Muhammad is one of the most sought after educational consultants in North America. As a practitioner of nearly twenty years, Dr. Muhammad has served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad's most notable accomplishment came as principal at Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments was more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work (PLC) model of school improvement, and they have been recognized in several videos and articles as a model, high-performing PLC. As a researcher, he has published articles in several publications in both the United States and Canada.	

Session Title	Response to Intervention	
Facilitator	DCPS Staff	
Standard Alignment	School Culture and Instruction	
Target Audience	Principals and Assistant Principals of all experience levels. Participants must commit to attending both sessions.	
Overview	School leaders will be learn how the RTI model drives overall school culture and identify the range of possible interventions available in their schools.	
Objectives	School leaders will be able to: • Explain the shift in approach from the discrepency model to the response to intervention model • Differentiate universal, seconary, and tertiary academic and behavioral interventions • Describe stages of child development and their impact on behavior and learning • Identify how the response to intervention model drives whole school culture • Identify the range of interventions available in their buidlings • Model structures for an effective Student Support Team • Practice data cycle for identifying the effectiveness of interventions	
Session Titles and Dates	• Session 1: The Essential Components of Response to Intervention	Thursday, February 7, 8am-4pm
	• Session 2: Data Based Decision Making	Thursday, March 7, 8am-4pm

Session Title	Adaptive Leadership
Facilitator	Brendan O'Day, The Meristem Group
Standard Alignment	Personal Leadership & Talent
Target Audience	Principals and assistant principals, organized into three small case consultancy groups of 9-11 people, for a total of 27-33 people. School leaders will be mixed by years of experience. School leaders will be loosely organized by geography when possible.
Overview	This series introduces leaders to adaptive leadership and the group dynamics that impact any given situation. School leaders will participate in a case consultancy protocol that provides the skills and space necessary to collaboratively problem-solve current challenges with their peers.
Goal	To get school leaders learning from each other and learning about their own leadership practice in a structure that is rigorous and focused on consistent improvement.

Objectives	The objective of these groups is to provide school leaders with the tools to identify and respond to challenges that arise during change initiatives. Through this professional learning opportunity, school leaders will: • ***Understand the Adaptive Leadership model***, a theoretical framework for leadership development that is particularly relevant to addressing complex, multi-stakeholder change initiatives. • ***Develop the diagnostic and analytic skills*** necessary to take on participant-identified leadership challenges. • ***Build their repertoire of responses*** to these challenges. • ***Build the deeper self-knowledge and understanding of group dynamics*** critical to exercising leadership in multi-stakeholder environments. • ***Build the habits of asking for and giving help in a disciplined way***, using common language and a common framework of analysis. • ***Strengthen professional ties*** with educational leaders working for a common purpose, creating networked leaders dedicated to each other's success and learning.	
Session Titles and Dates	• Session 1: Introduction to Adaptive Leadership	Thursday, September 13, 8am-4pm
	• Session 2: Introduction to the Case Consultancy Protocol	Thursday, November 1, 8am-4pm
	• Session 3: Group Dynamics and Adaptive Leadership	Thursday, January 17, 8am-4pm
	• Session 4: Deepening the Case Consultancy	Thursday, March 14, 8am-4pm
	• Session 5: Building Adult Capacity – Leadership Without Authority	Thursday, May 9, 8am-4pm
	• Additional evening collaboration sessions	TBD, 5-7 pm
Facilitator Bio	Brendan O'Day has been a teacher for over 20 years, dedicated to using innovative and experiential approaches to instruction that move lessons-learned to knowledge-applied. His clients include national, state-wide, and local non-profits, including City Year and New Leaders for New Schools. He has taught at Dartmouth College, where he offered courses on adaptive leadership in the context of education policy, and worked with emerging leaders in the Rockefeller Center's Leadership Fellows program. As a doctoral candidate at Harvard Graduate School of Education his research explored the market effects of charter schools, and he served for three terms as a member of Ronald Heifetz's Adaptive Leadership teaching team at the Kennedy School of Government. Before entering Harvard, Brendan taught in a small independent high school in Maine, and won a Fulbright Scholarship to teach at a large urban middle school in Paris, France. He lives in Arlington, Massachusetts with his wife and four children, and sits on the Board of the Arlington Education Foundation.	

Session Title	**Culturally Responsive Teaching and Learning**	
Facilitator	Dr. Sharroky Hollie, Center for Culturally Responsive Teaching and Learning	
Standard Alignment	Personal Leadership and Instruction	
Target Audience	Principals and Assistant Principals of all experience levels (up to 30 participants). Participants must commit to both days of the session. Ideally, the group will be a mix of school leaders in terms of years of experience, level of school, and across the wards.	
Overview	School leaders will learn to identify and implement culturally and linguistically responsive practices in their schools and classrooms.	
Goal	To introduce school leaders to a framework to understand the dynamic relationships within school cultures as well as culturally and linguistically responsive practices for the classroom.	
Objectives	At the conclusion of this workshop, school leaders will be able to: • Examine and addresses any school structures or practices that limit the participation of groups of students and families • Build the school's and community's collective capacity by initiating direct conversations about culture and diversity and hold each other accountable for language, attitudes, and behavior that is offensive or uniformed around racial or cultural differences • Define concretely what is culturally and linguistically responsive teaching and why it is necessary in our failing schools today. • Create the context for addressing the needs of underserved students, particularly African American students, in terms of their sociopolitical and sociolinguistic relativity in the American educational system. • Promotes the focus on effective instructional strategies utilization in way that validates and affirms underserved students across content areas and grade levels in four key instructional areas. • Provide and explain sample culturally and linguistically responsive activities for classroom use in four key instructional areas	
Session Titles and Dates	• Introduction to Culturally and Linguistically Responsive Teaching	Tuesday & Wednesday, October 16 – 17, 8am-4pm

Facilitator Bio	Sharroky Hollie is a professor at California State University, Dominguez Hills, where he has taught in the Teacher Education Department for the past 11 years. He is the co-founder of a nationally acclaimed laboratory school, Culture and Language Academy of Success (CLAS), a K-8 independent charter school in Lost Angeles that focuses on a culturally responsive pedagogy. At CLAS, Dr. Hollie directs and develops the curriculum, professional development, and teacher development. He is also the executive director of the Center for Culturally Responsive Teaching and Learning, a non-profit organization dedicated to providing stellar professional development for educators on cultural responsiveness. With the Center, Dr. Hollie serves as a national expert, traveling around the country training thousands of teachers. He has been acknowledged by several groups as one of the top professional developers in the country. His work has appeared in several edited texts, including *Teaching African American Learners to Read*, edited by Mary Hoover and Bill Hammond (2005), and the anthology *Talkin Black Talk*, edited by John Baugh and H. Samy Alim (Teachers College Press in 2007). This fall, Dr. Hollie's first book, *Validation and Affirmation: Responsive Strategies For All*, will be published by Teacher Created Materials. Dr. Hollie received his Bachelors in English and Masters in English Education from California State University, Northridge. His PhD in Curriculum and Instruction with a specialization in African American learners is from the University of Southern California. He resides in Los Angeles.

TEACH | TEACHING AND LEARNING FRAMEWORK (TLF)

NOTE: In 2012–2013, only the TEACH domain of the Teaching and Learning Framework will be assessed.

TEACH 1 | LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.*
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. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted 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. For example, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.
Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.

* *For some parts of a lesson (e.g., a skill-building warm-up), it may be appropriate for a teacher to have a goal that does not align with the objective for the rest of the lesson. In these cases, observers should assess the extent to which the warm-up moves students toward mastery of the warm-up goal, in addition to considering the extent to which the other parts of the lesson connect to each other and move students toward mastery of the lesson objective.*

NOTES:

1. This standard assesses two equally important aspects of a lesson: It is well-organized and objective-driven. Because only one row assesses the extent to which the lesson is well-organized, while two rows assess the extent to which it is objective-driven, more weight should be given to the first row (well-organized) to determine an overall score for Teach 1.
2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.

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 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 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' comments, 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.
Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.	Students do not understand the importance of the objective.

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:*
Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning. Explanations of content also are delivered in as direct and efficient a manner as possible.	Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.
The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.	The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.
The teacher emphasizes key points when necessary, such that students understand the main ideas of the content. Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher's explanations.	The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.
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.
The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.

* *Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, impeach, sonnet).*

NOTES:

1. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
2. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.	Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.
The teacher generally gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.	The teacher gives unclear or imprecise definitions, or does not use a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.
The teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.	The teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.
Students generally show that they understand the 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 makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building student understanding of content.	The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building student understanding of content.

TEACH 3 | ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	The teacher makes the lesson accessible to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or annotated notes) in order to ensure that students are able to access the lesson.
The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are.	The teacher makes the lesson challenging to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or extension assignments) in order to ensure that all students are challenged by the lesson.
There is an appropriate balance between teacher-directed and student-centered 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 and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher makes the lesson accessible to most students, but some students may not be able to access certain parts of the lesson.	The lesson is not accessible to most students.
The teacher makes the lesson challenging to most students, but some students may not be challenged by certain parts of the lesson.	The lesson is not challenging to most students.
There is some balance between teacher-directed and student-centered 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 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.

TEACH 4 | PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. During the lesson students also are developing deep understanding of the content. 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.	**Effective** *The following best describes what is observed:* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. For particular types of lessons, this might only entail giving students two ways to engage with content (e.g., Socratic Seminar might involve verbal/linguistic and interpersonal ways), while many types of lessons should involve three ways or more. 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.

* *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. 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 or his students' needs and preferences should influence the styles and modalities selected.

2. If the teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation providing multiple ways that do move students toward mastery of lesson content, it is possible for the teacher to receive a Level 3 score.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
The teacher provides students multiple ways to engage with content,* and most ways move students toward mastery of lesson content. For example, in a lesson introducing fractions, a teacher might include an auditory way that does not move students toward mastery, but might also provide visual and kinesthetic ways that do move students toward mastery of lesson content.	The teacher provides students multiple ways to engage with content,* but most ways do not move students toward mastery of lesson content; or, the teacher only provides students one way to engage with content.
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.	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.

TEACH 5 | CHECK FOR STUDENT UNDERSTANDING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher checks for understanding of content at all key moments.	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 transitions between lesson activities, or partway through the independent practice).
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 a whole class check, or uses methods such as exit slips or whiteboards to provide information about a range of students.

* *For some lessons, checking the "pulse" of the class may not be appropriate. For example, if students spend the majority of the observation working on individual essays while the teacher conferences with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, observers should assess how deeply and effectively the teacher checks for the understanding of the students with whom s/he is working.*

NOTES:

1. The teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). For example, as long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable the teacher to get the "pulse" of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the "pulse" of the class because the teacher gained enough information to be able to adjust subsequent instruction.

2. In some lessons, it can be appropriate to give the teacher 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 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 questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
   - Asking students to respond on white boards; using exit slips, constructed responses, stop 'n' jots, or other written checks
   - Circulating and observing individual students' or small groups' work
   - Conferencing with individual students or small groups
   - Using role-playing, four corners, or other tactile/kinesthetic checks

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.	The teacher checks for understanding of content at few or no key moments.
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.*

TEACH 6 | RESPOND TO STUDENT UNDERSTANDING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	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.
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. The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer 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, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.
The teacher always probes students' correct responses, when appropriate, to ensure student understanding.	The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer.

* *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 some cases, the teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as highly effective practice in this row.*

NOTE:

1. 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.

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 probes students' correct responses, when appropriate, to ensure student understanding.	The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand.

TEACH 7 | DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.
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.*
Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.†	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.† Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.

* *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 the teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.*

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 that are increasingly complex 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 that are increasingly complex that develop most students' 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 complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†

NOTES:

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).

2. 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.

3. Observers should consider both verbal and written questions when assessing the first row in this standard.

TEACH 8 | MAXIMIZE INSTRUCTIONAL TIME

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.
Students always have something meaningful to do. Lesson pacing also is student-directed or individualized, when appropriate.	Students always have something meaningful to do.
The teacher spends an appropriate amount of time on each part of the lesson.	The teacher spends an appropriate amount of time on each part of the lesson.
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.

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 frequently ask questions or require the teacher to repeat directions.	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.
There are brief periods of time when students have nothing meaningful to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).	There are significant periods of time when students have nothing meaningful to do.
The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary.	The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson.
Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.

TEACH 9 | BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY

LEVEL 4 (HIGHEST)	LEVEL 3
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*
Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher.	Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.
Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*	Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*
The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.	The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise.
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 the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.*

NOTES:

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.
2. Observers should consider the point in the school year when assessing this standard. For example, in September the teacher might be in the early stages of building individualized relationships with students; or, the teacher might be establishing a culture of offering unsolicited praise with students who were not previously accustomed to engaging with classmates in that way.

LEVEL 2	LEVEL 1 (LOWEST)
Minimally Effective *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.
Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the teacher, but not to their peers.	Students are frequently disrespectful of the teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the teacher or their peers are speaking.
The teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.	The teacher rarely or never reinforces positive behavior and good academic work; 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.

District of Columbia Public Schools (DCPS) intends to comply with the requirements of section 427 of the General Education Provisions Act. With funding provided by the United States Department of Education, DCPS will develop and implement performance-based teacher and principal compensation systems in high-need schools. The schools that will benefit from the funding serve many students from economically disadvantaged students and students who are not proficient in reading, math, and STEM (science, technology, engineering, and mathematics) areas. With funding provided by the Department of Education, DCPS will continue to expand instructional and leadership support for teachers. External providers will be screened and recruited to ensure quality. The District of Columbia Public Schools will provide an equal opportunity for all qualified persons in educational programs and activities at each school. DCPS does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, or Vietnam-era veteran status. DCPS conforms to all applicable federal and state nondiscrimination laws. DCPS also takes affirmative steps to ensure equitable access to, and participation in, our federally assisted program for students, teachers, and other program beneficiaries with special needs. The Office of Labor Management and Employee Relations (LMER) ensures that eligible disabled employees receive benefits and opportunities equal to those provided to non-disabled employees. LMER also ensures that eligible disabled employees receive requested reasonable accommodations. The partners implementing the proposed project are committed to ensuring accessibility for all qualified individuals to the program and all of its activities.

Appendix: Additional Components

1. Teaching and Learning
   - Effective Schools Framework **(Slide 2)**
   - Teaching and Learning Framework Teach Standards **(Slide 2)**
   - Instructional Coach Learning Cycles **(Slide 3)**

2. Performance-Based Compensation in DCPS
   - Compensation Over Time Through LIFT **(Slide 4)**
   - Comparisons With Other Districts **(Slide 5)**

3. IMPACT Ratings and Components
   - IMPACT ratings **(Slide 6)**
   - IMPACT Components for teachers with value-added data **(Slide 7)**
   - Calculating final scores **(Slide 7)**

Appendix: Additional Components (DC Public Schools)

Effective Schools Framework

Teaching and Learning Framework Teach Standards

TEACHING AND LEARNING FRAMEWORK (TLF)
Teach 1: Lead Well-Organized Objective-Driven Lessons
Teach 2: Explain Content Clearly
Teach 3: Engage Students at all Learning Levels
Teach 4: Provide Students Multiple Ways to Move Toward Mastery
Teach 5: Check for Student Understanding
Teach 6: Respond to Student Understanding
Teach 7: Develop Higher-Level Understanding
Teach 8: Maximize Instructional Time
Teach 9: Build a Supportive, Learning-Focused Classroom

Instructional Coach Learning Cycles

Week 1
Observe, debrief, and develop coaching plans

Weeks 2–5
Implement one-on-one support (for example, modeling, co-planning, co-observing)

Week 6
Reflect on progress and evaluate the cycle

Appendix: Additional Components (DC Public Schools)

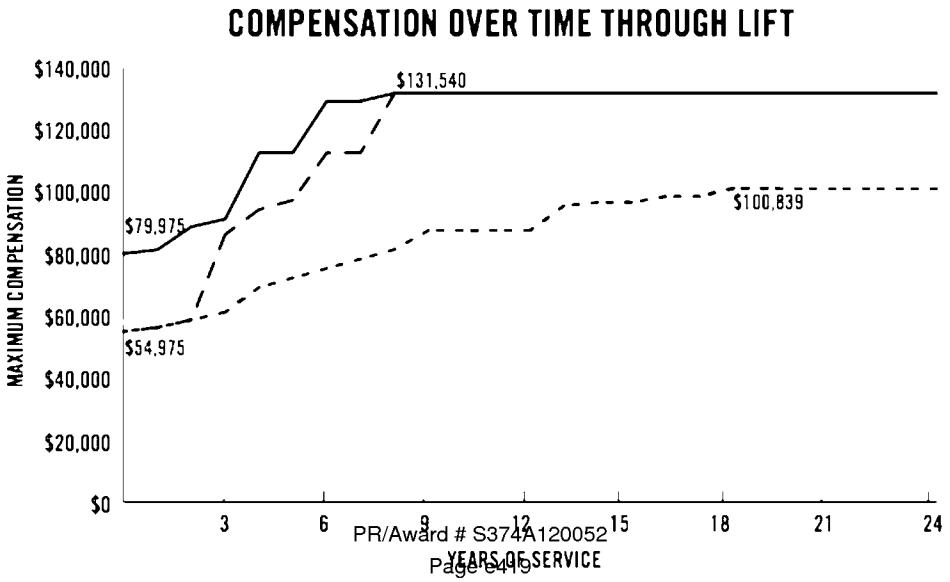
The graph below represents compensation over time for four hypothetical teachers:

— **Teacher 1**: A teacher with a master's degree who consistently earns Highly Effective ratings at a high-poverty school*

— - **Teacher 2**: A teacher with a master's degree who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school*

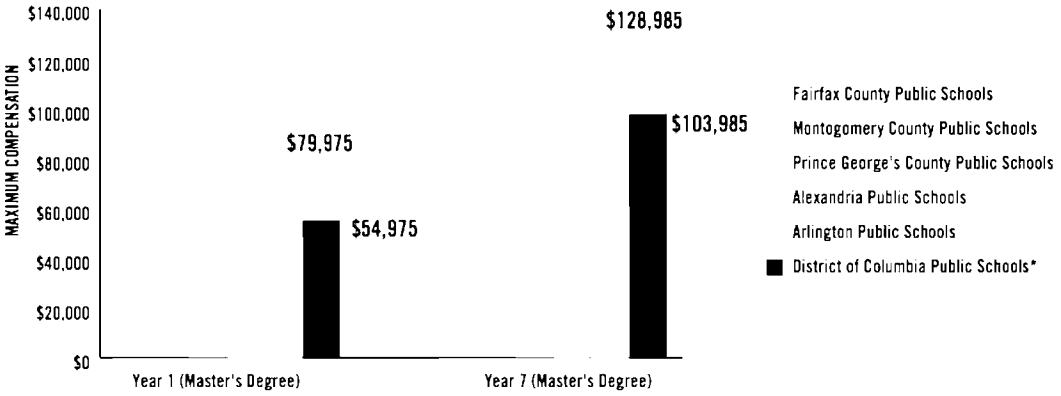
- - - **Teacher 3**: A teacher with a master's degree who consistently earns Effective ratings at a high-poverty school

A teacher with a master's degree who consistently earns Highly Effective ratings at a low-poverty school

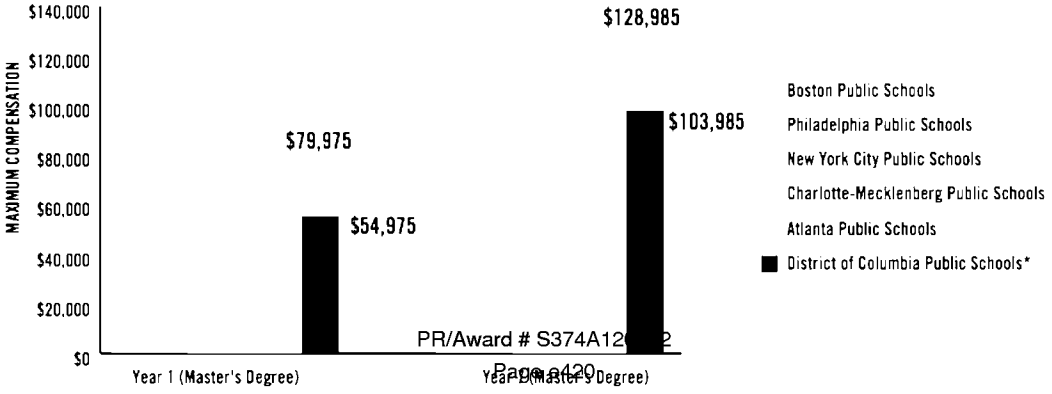


Appendix: Additional Components (DC Public Schools)

COMPENSATION IN DCPS VERSUS NEIGHBORING DISTRICTS

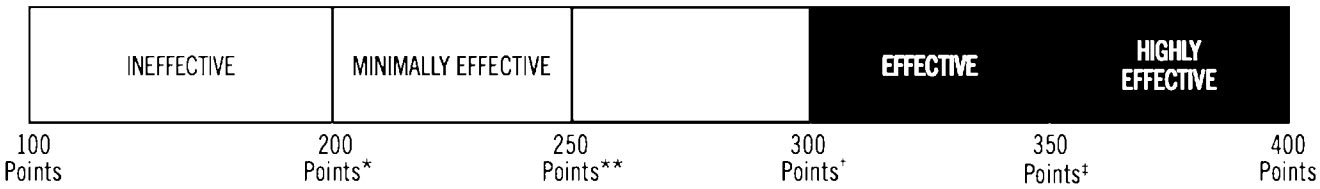


COMPENSATION IN DCPS VERSUS NATIONAL DISTRICTS



Appendix: Additional Components (DC Public Schools)

OVERALL IMPACT SCALE



** A score of exactly 200 would be classified as Minimally Effective.*

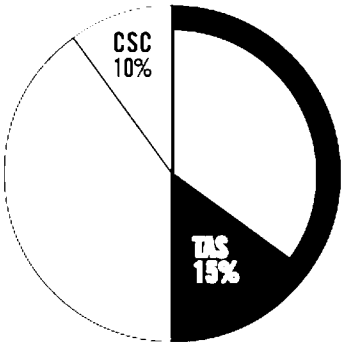
*** A score of exactly 250 would be classified as Developing.*

† A score of exactly 300 would be classified as Effective.

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

Appendix: Additional Components (DC Public Schools)

IMPACT COMPONENTS FOR GROUP 1



- ■ Student Achievement Data (50%)
  - ☐ Individual Value-Added Student Achievement Data (IVA)*
  - ■ Teacher-Assessed Student Achievement Data (TAS)
- ☐ Teaching and Learning Framework (TLF)
- ☐ Commitment to the School Community (CSC)

** In the event that Individual Value-Added Student Achievement Data (IVA) cannot be generated for your class(es), you will be moved to Group 2. You can access the Group 2 guidebook on the DCPS website, and you can obtain a hard copy by contacting the IMPACT team at 202-719-6553 or impactdcps@dc.gov*

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Individual Value-Added Student Achievement Data (IVA)	3.5	x 35	= 123
Teaching and Learning Framework (TLF)	3.7	x 40	= 148
Teacher-Assessed Student Achievement Data (TAS)	3.5	x 15	= 53
Commitment to the School Community (CSC)	3.3	x 10	= 33
TOTAL			**357**

Appendix: FTE Reduction Cost-Savings Supporting Selection Criteria (f)(1)

More detail on Cost Savings Strategy #2: Fewer Full-Time Employees (FTE)

School-based, non-teacher FTEs	DC, FTE/1000 students	Avg. Non-DC, FTE/1000 students	Savings (if gap cut by 1/3)
Elementary Schools (grades PreK-5)	68	40	$17M
Middle School (grades 6-8)	81	43	$7M
High School	54	29	$6M
		Total	**$30M**

We believe that there are three key reasons why DCPS schools have so many school-based non-teacher FTEs:

1. A **cycle of specialization** for social/emotional support: a cycle of specialization occurs when school culture and climate are not supportive of basic social/emotional skills, and when classroom teachers don't have the tools to address basic Tier 1 social/emotional needs. This results in large numbers of out-of-class referrals for disciplinary issues or social/emotional services, leading to large numbers of specialized, social/emotional focused FTEs. This investment leads to fewer resources available for core instructions, such that classroom teachers are even less likely to have the tools to address social/emotional needs, continuing the cycle. There is also a cycle of specialization within Special Education.
2. Abundance of **instructional experts**: Between instructional coaches and APs, DCPS has more instructional experts in our schools than most other districts. As we build out teacher team lead roles, we'll be able to scale back the investment in other instructional experts.
3. **Small schools**: Small schools lead to low student:staff ratios, as positions that are allocated on a one per school basis are spread over fewer students.

Final 2010–11 IMPACT Report

prepared for

Teacher A
DCPS Elementary School

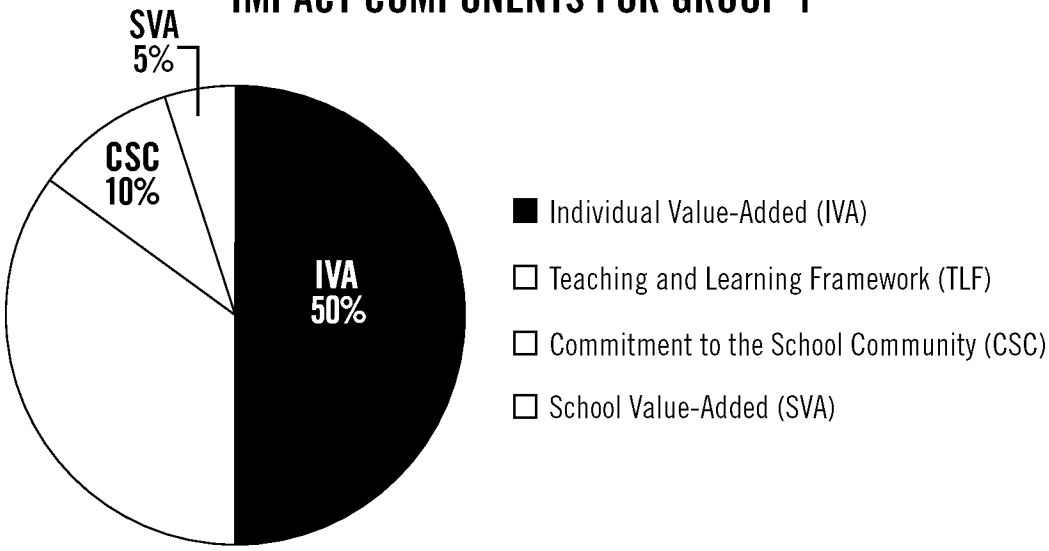
IMPACT Group 1

FINAL RATING Highly Effective

This report summarizes all of your IMPACT information, including your final IMPACT score and rating, and it explains how we calculated your Individual Value-Added (IVA) and School Value-Added (SVA) scores.

- **Individual Value-Added Student Achievement Data (IVA)** — This is a measure of the impact you have on your students' learning over the course of the school year, as evidenced by the DC CAS.
- **Teaching and Learning Framework (TLF)** — This is a measure of your instructional expertise.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS.

IMPACT COMPONENTS FOR GROUP 1



Teacher A
DCPS Elementary School A

Final 2010–11 IMPACT Report*

INDIVIDUAL VALUE-ADDED (IVA)	OVERALL (1.0 to 4.0)	WEIGHT	WEIGHTED SCORE
IVA SCORE *(See IVA section for more detailed information.)*	1.0 to 4.0	X 50	= 50 to 200

TEACHING AND LEARNING FRAMEWORK (TLF)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/15	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/15	OVERALL *(Average of Cycles)*	WEIGHT	WEIGHTED SCORE
TLF SCORE *(Average of Teach 1 to Teach 9)*	3.7	3.8	3.7	3.7	3.8	3.7	X 35	= 130
Teach 1: Lead Well-Organized, Objective-Driven Lessons	3.0	4.0	4.0	4.0	4.0			
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	4.0			
Teach 3: Engage Students at All Learning Levels	4.0	4.0	4.0	4.0	4.0			
Teach 4: Provide Students Multiple Ways to Engage	3.0	4.0	3.0	3.0	4.0			
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	3.0			
Teach 6: Respond to Student Misunderstandings	4.0	3.0	4.0	4.0	4.0			
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	4.0			
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	3.0	4.0			
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	4.0	3.0			

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1		CYCLE ENDS 6/15		OVERALL *(Average of Cycles)*	WEIGHT	WEIGHTED SCORE
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.4		3.6		3.5	X 10	= 35
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				

SCHOOL VALUE-ADDED (SVA)	OVERALL (1.0 to 4.0)	WEIGHT	WEIGHTED SCORE
SVA SCORE *(See SVA section for more detailed information.)*	1.0 to 4.0	X 5	= 5 to 20

SUBTOTAL:	370
CORE PROFESSIONALISM (12/1): MEETS STANDARD	No Change
CORE PROFESSIONALISM (6/15): BELOW STANDARD	-10
FINAL 2010–11 IMPACT SCORE:	360
FINAL 2010–11 IMPACT RATING:	Highly Effective

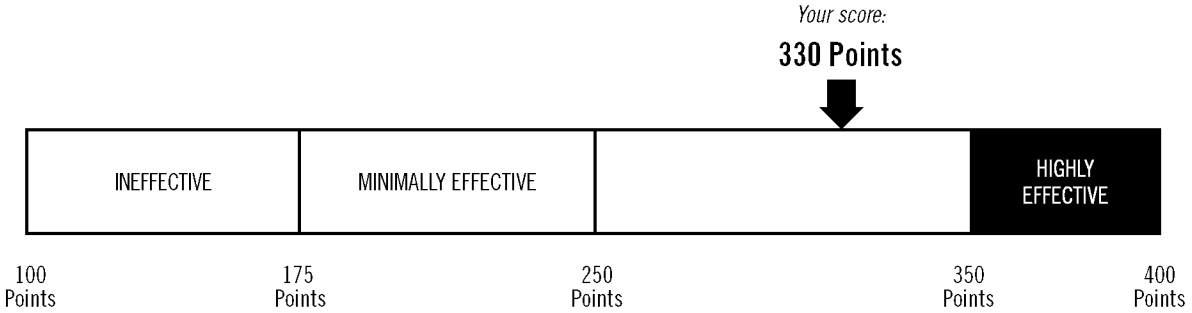
2009–10 IMPACT RATING: Effective

Note: Some scores have been rounded or truncated for presentation purposes. As a result, some calculations may appear to be slightly different than their actual values. Your Final 2010–11 IMPACT Score, however, is calculated based on your exact scores and then rounded the nearest whole number. For more information about your data, please log in to the IMPACT system at http://impactdcps.dc.gov.

Final 2010–11 IMPACT Report

Teacher A
DCPS Elementary School A

OVERALL IMPACT SCALE



A score of exactly 175 is classified as Minimally Effective.

A score of exactly 250 is classified as Effective.

A score of exactly 350 is classified as Highly Effective.

The arrow shows your final IMPACT score (330) and rating (Effective).

Highly Effective — This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating are eligible to participate in IMPACT*plus*, the DCPS performance-based compensation system. For more information about IMPACT*plus*, please visit the DCPS website at www.dcps.dc.gov/DCPS/IMPACTplus.

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

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

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

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

Individual Value-Added (IVA)

Measuring a teacher's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, value-added measurement is a way of dealing with these challenges. It helps us estimate the *teacher's* impact on student learning as opposed to the impact of other factors, such as students' prior skill levels, the resources they have at home, or any learning disabilities they may have. In short, value-added helps us understand what the teacher did, apart from everything else.

First, we calculate how a teacher's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Teachers with above-average value-added scores are those whose students' actual performance exceeds their likely performance. This process is explained in further detail on the following pages.

LIKELY DC CAS SCORE (Class Average) − = **INDIVIDUAL VALUE-ADDED**

DCPS has contracted with Mathematica Policy Research (Mathematica), a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and derive value-added scores for teachers and schools based on specifications determined by DCPS. Mathematica's clients have included the U.S. Department of Education and many other federal, state, and local agencies. In addition, two independent value-added experts reviewed the methodology used to evaluate DCPS teachers and schools: Eric Hanushek of the Hoover Institution at Stanford University and Tim Sass of Florida State University.

The DC CAS is the only assessment used in DCPS that is (1) aligned to the DC content standards; (2) administered securely; and (3) standardized, meaning it's the same for all students in a given grade level. Though these tests do not capture everything taught in DCPS schools, they are reliable and valid measures of students' mastery of essential reading and mathematics skills.

Value-added is based on scale scores, which range from 0 to 99 for each grade level of the DC CAS. For example, 5th graders receive a score from 500 to 599. Similarly, 6th graders receive a score from 600 to 699. It is important to note that the hundreds digit of these scores is for naming purposes only. That is, the "5" in a score of 574 tells us that this is a 5th grade score. There is no other meaning to the hundreds digit. The remaining two digits (in this example, 74) explain the student's performance. They are what we use to calculate value-added.

No. AYP only measures the percentage of students who score Proficient or Advanced on the DC CAS at the end of the year. It does not take into account where students start the year. It also does not take into account external factors that may affect student learning. Value-added, on the other hand, does.

Note: All scores in your IVA report have been rounded for presentation purposes. As a result, some calculations may appear to be off by 0.1. Your final IVA scores for reading and math, however, were calculated based on your exact scores.

Your IVA Score for Reading

What follows is a simplified explanation of the value-added calculation process. For the full technical details, please consult *Measuring School and Teacher Value Added for IMPACT and TEAM in DC Public Schools* on the DCPS website (www.dcps.dc.gov/DCPS/ValueAdded).

Teachers confirmed their student rosters. We began the process of calculating your IVA score by gathering the most complete and accurate data possible about your class roster. Because you know your schedule and the amount of time you spend with each student better than anyone else, we invited you to participate in an annual process called Roster Confirmation. Through Roster Confirmation, you had the opportunity to indicate which subject(s) you taught, which students you taught within each subject, and what proportion of the time each student was actually instructed by you compared to the total amount of instructional time each student was assigned to you. In addition, you had the opportunity to note special circumstances that might not be apparent if we simply used the class rosters in our computer system to determine which students to include in your IVA calculation. For example, you could note if a student transferred into or out of your class midway through the year, or if a particular student is pulled out of class on a regular basis for special education services or other reasons. With this information, we are able to give you credit for the achievement of your students in proportion to the amount of time you spent instructing those students.

Based on specifications determined by DCPS, statisticians at our technical partner, Mathematica, then calculated the *likely* average DC CAS score for your students. When determining the likely score for your students, Mathematica accounted not only for prior test scores but also for your students' free and reduced-price lunch status, whether or not your students receive special education services or are classified as Limited English Proficient, and how frequently your students were absent during the previous school year. This analysis indicated that the likely average score for your students is XX.

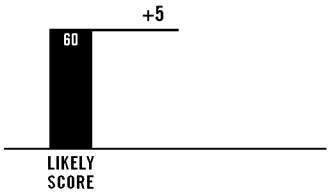
Statisticians then calculated the *actual* average DC CAS score for your students. They did so by averaging the scores of each of your students, with each student weighted according to the amount of instructional time spent in your class. Your students' actual class average is XX.

Statisticians compared your average *likely* score from your average *actual* score. The difference between these two scores is your Individual Value-Added. Recall that your students' actual average score was XX and your students' likely average score is XX. Your value-added score, then, is XX (XX – XX = XX).

LIKELY AVERAGE DC CAS SCORE — READING

ACTUAL AVERAGE DC CAS SCORE — READING

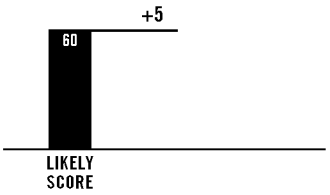
VALUE-ADDED SCORE — READING



Your IVA Score for Reading

DCPS then converted your value-added score as measured in DC CAS points (XX) into an IMPACT score of X.X based on the conversion table below.

VALUE-ADDED SCORE — READING



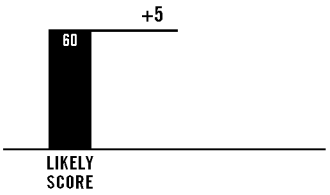
READING IVA CONVERSION TABLE

READING	
RAW SCORE	FINAL SCORE
5.8 and above	4.0
5.4 to 5.7	3.9
5.0 to 5.3	3.8
4.6 to 4.9	3.7
4.2 to 4.5	3.6
3.8 to 4.1	3.5
3.4 to 3.7	3.4
3.0 to 3.3	3.3
2.6 to 2.9	3.2
2.2 to 2.5	3.1
1.8 to 2.1	3.0
1.4 to 1.7	2.9
1.0 to 1.3	2.8
0.6 to 0.9	2.7
0.2 to 0.5	2.6
-0.2 to 0.1	2.5
-0.6 to -0.3	2.4
-1.0 to -0.7	2.3
-1.4 to -1.1	2.2
-1.8 to -1.5	2.1
-2.2 to -1.9	2.0
-2.6 to -2.3	1.9
-3.0 to -2.7	1.8
-3.4 to -3.1	1.7
-3.8 to -3.5	1.6
-4.2 to -3.9	1.5
-4.6 to -4.3	1.4
-5.0 to -4.7	1.3
-5.4 to -5.1	1.2
-5.8 to -5.5	1.1
-5.9 and below	1.0

Your IVA Score for Math

The calculation process for math is exactly the same as that for reading. The *actual* average math score for your students is XX and the *likely* average score is XX. Thus, your math value-added is XX (XX – XX = XX). We then converted your value-added score into an IMPACT score of X.X based on the conversion table below.

VALUE-ADDED SCORE — MATH



MATH IVA CONVERSION TABLE

MATH	
RAW SCORE	FINAL SCORE
7.7 and above	4.0
7.2 to 7.6	3.9
6.6 to 7.1	3.8
6.1 to 6.5	3.7
5.6 to 6.0	3.6
5.0 to 5.5	3.5
4.5 to 4.9	3.4
4.0 to 4.4	3.3
3.5 to 3.9	3.2
2.9 to 3.4	3.1
2.4 to 2.8	3.0
1.9 to 2.3	2.9
1.3 to 1.8	2.8
0.8 to 1.2	2.7
0.3 to 0.7	2.6
-0.3 to 0.2	2.5
-0.8 to -0.4	2.4
-1.3 to -0.9	2.3
-1.9 to -1.4	2.2
-2.4 to -2.0	2.1
-2.9 to -2.5	2.0
-3.5 to -3.0	1.9
-4.0 to -3.6	1.8
-4.5 to -4.1	1.7
-5.0 to -4.6	1.6
-5.6 to -5.1	1.5
-6.1 to -5.7	1.4
-6.6 to -6.2	1.3
-7.2 to -6.7	1.2
-7.7 to -7.3	1.1
-7.8 and below	1.0

Your Reading and Math IVA Scores Together

Recall that, on the 1.0 to 4.0 IMPACT scale, your value-added score for reading is X.X and your value-added score for math is X.X. To calculate your overall IVA score, we averaged your reading and math scores to arrive at X.X. This is the number you see in the IVA section of your IMPACT summary chart in this report.

YOUR OVERALL SUMMARY

Your Final Reading Score	**3.5**
Your Final Math Score	**2.9**
YOUR FINAL IVA SCORE *(Average of Reading and Math)*	**3.2**

School Value-Added (SVA)

School Value-Added is similar to Individual Value-Added, but instead of measuring the impact of a single teacher on student learning, it measures the impact of an entire school.

School Value-Added works just like Individual Value-Added. In short, we calculate how a school's students are *likely* to perform, on average, on the DC CAS at the end of the year given their previous years' scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with high value-added scores are those whose students' actual performance exceeds their likely performance.

– **LIKELY DC CAS SCORE** (School Average) = **SCHOOL VALUE-ADDED**

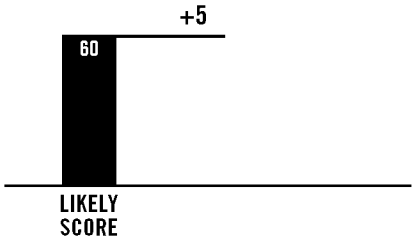
Yes. AYP is based on the percentage of students who score Proficient or Advanced on the DC CAS regardless of how they performed the previous year. Value-added is different in several key ways. Most important, it takes into account where students start the year, not just where they end it.

Please consult *Measuring School and Teacher Value Added for IMPACT and TEAM in DC Public Schools,* which is available on the DCPS website at www.dcps.dc.gov/DCPS/ValueAdded.

Your School's SVA Scores

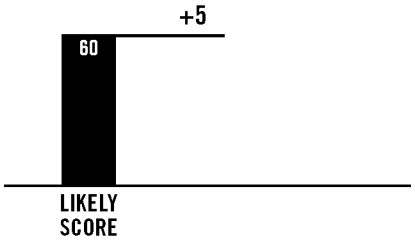
By analyzing data about how the students in your school performed last year and other relevant factors, Mathematica calculated your school's *likely* DC CAS reading average to be XX. It found that your school's *actual* reading average, however, is XX. Thus, Mathematica calculated your school's reading value-added to be XX (XX – XX = XX).

VALUE-ADDED SCORE — READING



By analyzing data about how the students in your school performed last year and other relevant factors, Mathematica calculated your school's *likely* DC CAS math average to be XX. It found that your school's *actual* math average, however, is XX. Thus, Mathematica calculated your school's math value-added to be XX (XX – XX = XX).

VALUE-ADDED SCORE — MATH



Teacher A
DCPS Elementary School A

Your School's Reading and Math SVA Scores Together

We converted your school's value-added scores for reading (XX) and math (XX) into IMPACT scores of X.X and X.X, respectively, based on the conversion tables below.

READING SVA CONVERSION TABLE

READING	
RAW SCORE	FINAL SCORE
5.8 and above	4.0
5.4 to 5.7	3.9
5.0 to 5.3	3.8
4.6 to 4.9	3.7
4.2 to 4.5	3.6
3.8 to 4.1	3.5
3.4 to 3.7	3.4
3.0 to 3.3	3.3
2.6 to 2.9	3.2
2.2 to 2.5	3.1
1.8 to 2.1	3.0
1.4 to 1.7	2.9
1.0 to 1.3	2.8
0.6 to 0.9	2.7
0.2 to 0.5	2.6
-0.2 to 0.1	2.5
-0.6 to -0.3	2.4
-1.0 to -0.7	2.3
-1.4 to -1.1	2.2
-1.8 to -1.5	2.1
-2.2 to -1.9	2.0
-2.6 to -2.3	1.9
-3.0 to -2.7	1.8
-3.4 to -3.1	1.7
-3.8 to -3.5	1.6
-4.2 to -3.9	1.5
-4.6 to -4.3	1.4
-5.0 to -4.7	1.3
-5.4 to -5.1	1.2
-5.8 to -5.5	1.1
-5.9 and below	1.0

MATH SVA CONVERSION TABLE

MATH	
RAW SCORE	FINAL SCORE
7.7 and above	4.0
7.2 to 7.6	3.9
6.6 to 7.1	3.8
6.1 to 6.5	3.7
5.6 to 6.0	3.6
5.0 to 5.5	3.5
4.5 to 4.9	3.4
4.0 to 4.4	3.3
3.5 to 3.9	3.2
2.9 to 3.4	3.1
2.4 to 2.8	3.0
1.9 to 2.3	2.9
1.3 to 1.8	2.8
0.8 to 1.2	2.7
0.3 to 0.7	2.6
-0.3 to 0.2	2.5
-0.8 to -0.4	2.4
-1.3 to -0.9	2.3
-1.9 to -1.4	2.2
-2.4 to -2.0	2.1
-2.9 to -2.5	2.0
-3.5 to -3.0	1.9
-4.0 to -3.6	1.8
-4.5 to -4.1	1.7
-5.0 to -4.6	1.6
-5.6 to -5.1	1.5
-6.1 to -5.7	1.4
-6.6 to -6.2	1.3
-7.2 to -6.7	1.2
-7.7 to -7.3	1.1
-7.8 and below	1.0

To calculate your school's overall SVA score, we averaged the reading and math scores to arrive at XX. This is the number you see in the SVA section of your IMPACT summary chart.

YOUR SCHOOL'S OVERALL SUMMARY

Your School's Final Reading Score	3.0
Your School's Final Math Score	2.9
YOUR SCHOOL'S FINAL SVA SCORE *(Average of Reading and Math)*	3.0

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to http://www2.ed.gov/programs/teacherincentive/applicant.html to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:
In the case of a single applicant that is an LEA, check this box.

_X_ LEA

Group Applications:
Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

___ 2 or more LEAs
___ One or more SEAs and one or more LEAs
___ One or more nonprofit organizations and one or more LEAs (no SEA)
___ One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions
Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed. **Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.**

Absolute Priority 1			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Overview (a)(1) (e)(1)-(e)(5) (f)(1) (f)(2)	2 ,4, **9, 10,** 50-60	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	(a)(1)	9, 10	TIF Appendix – Additional Components Slide 2
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement,	(a)(2)(i) (a)(2)(ii) (c)(1) (c)(2) (c)(3)	**11-19,** 38-48	

retention, dismissal, compensation, professional development, tenure, and promotion;	(c)(4)		
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	(a)(1)(i) (a)(2)(v)	11-16, 21-23	
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools.	Overview (a)(2)(i) (a)(2)(iii) (a)(2)(v) (c)(4)	6-9, 13-29, 43-48	

Absolute Priority 2			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 2: Educator Evaluation Systems To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-	Overview (b)	2-4, 28-30	
(1) The frequency of evaluations, which must be at least annually;	(b) (b)(5)(i)	29, **34-36**, 38	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	(b)	28-30	DCPS Teaching and Learning Framework
(i) Two or more observations during each evaluation period;	(b)(1) (b)(3)	30-31, 33-34	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	(b)(2)(i) (b)(2)(ii) (b)(4) (b)(6)(ii)(A)	28-29, 31-33, 34, 38	TIF Appendix – Additional Components Slide 7
(iii) Additional factors determined by the LEA;	(b) (b)(5)(ii) (b)(6)(ii)(B) (b)(6)(ii)(C)	29, 36-38	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	(a)(2)(ii) (b)(5) (b)(5)(i)	19, 28-30, 34	TIF Appendix – Additional Components Slides 6-7

			Sample IMPACT Report
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Overview (a)(2)(ii) (b)(2) (b)(5) (e)(1)-(e)(5) (f)(1) (f)(2)	18, 28, 34-36, 50-60	

Absolute Priority 3			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—	n/a	n/a	n/a
(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—	n/a	n/a	n/a

(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;			
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	n/a	n/a	n/a
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	n/a	n/a	n/a
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	n/a	n/a	n/a
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	n/a	n/a	n/a
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	n/a	n/a	n/a

Competitive Preference Priority 4			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	n/a	n/a	n/a
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	n/a	n/a	n/a

Competitive Preference Priority 5			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for	Overview	8, **25-28**	

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;		23-24	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	(a)(2)(v)	21-22	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	(a)(2)(ii) (a)(2)(iv) (e)(1)-(e)(5) (f)(1) (f)(2)	19-22, 25-28, 50-56, 56-60	

Requirement 1			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Overview	3, 5, 7, 11, 13	TIF Appendix – Additional Components Slides 4-5
• Design Model 1 or 2		**23-24**	
• PBCS Optional Features		**23-24**	

Requirement 2			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	(a)(2)(ii) (d)(1)	20-21, 25, 48-50	DCPS Educator Support
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	(a)(2)(ii) (d)(2)	20-21, 50	DCPS WTU Letter of Support, DCPS Educator Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	(d)(3)	50	DCPS WTU Letter of Support

Requirement 3			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--			DCPS High Need Documentation
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;			DCPS High Need Documentation
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will			DCPS High Need Documentation

not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.	n/a	n/a	n/a

Local 6 of the American Federation of Teachers, AFL-CIO

July 25, 2012

EXECUTIVE BOARD
Nathan A. Saunders
Candi L. Peterson
Mionon Uzzell
Malvery Smith
Ricardo Quiros
Fannie Plain
Diane Terrell
Douglas Carter
Chestrv'a Shoemaker
John McDowell
MEMBERS AT LARGE
Rebecca Smith
Milton B. Williams
Henry Brown Anglin, Jr.
Keith Spinner
Jena Brahame
Paolo Gibon
Vinson Irby, Jr.
Clarion Vero
Leslie Milofsky
Jennifer E. Penn
Roshlaz Young
BOARD OF TRUSTEES
Stacy Marsh-Sherrod
Valerie Rivers-Bethel
RETIREES CHAPTER
John Taylor

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: WTU's Commitment to Support DCPS' 2012 Teacher Incentive Fund Application

On behalf of the Washington Teachers' Union, I would like to offer my support for the District of Columbia Public Schools' application to receive a Teacher Incentive Fund (TIF) grant. Funding from this grant would allow us to develop programs that support the development and implementation of performance based compensation systems (PBCS) in high-need schools. This PBSC will be inclusive of our teachers, creating collaborative and rich teaching and learning communities. In turn, these communities will help strengthen and raise achievement in our students.

Support from the TIF grant will allow DCPS to increase the number of effective teachers teaching in underperforming schools and provide them with effective and meaningful professional development opportunities. Our teachers will not only provide outstanding instruction to students, but also serve as leaders in their schools. The teacher leadership outcomes will be evident in a wide variety of forms, from roles where teachers lead small teams, to more formal positions, such as master teachers, that will allow teachers to take on school leadership responsibilities. The latter in particular-new teacher roles in schools- can be more fully developed with this unique grant opportunity. Consequently, through the establishment of alternative roles for teachers, DCPS will be able to retain more teachers and build a network that allows more DC teachers to become school administrators.

Additionally, DCPS and the Washington Teachers' Union have collaborated on a new career ladder for teachers called LIFT: Leadership Initiative for Teachers. Through LIFT, DC teachers will also be given leadership opportunities and will be connected with external partners who provide fellowships and leadership development. I believe that funding of LIFT will be a way to meet the demands of retaining and rewarding our dedicated teachers.

Through the TIF –supported grant awards, LIFT funding, and in collaboration with WTU, teachers in the DCPS will be able to meet and exceed the goals and expectations set forth in the DCPS' Capital Commitment Strategic Plan to Accelerate Progress in DCPS.

The Washington Teachers' Union represents more than 5,000 active and retired teachers in Washington, DC. One of the most important components of our mission is to raise the standards of the teaching profession. Our partnership with DC Public Schools and this TIF grant application will help to achieve this.

Sincerely,

(b)(6)

Nathan A. Saunders
President, Washington Teachers' Union

cc: Chancellor Kaya Henderson
Deputy Jason Kamras

Washington, D.C. 20006 tel: 202.293.8600 fax: 202.293.8633

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** TIF Budget Narrative FINAL.pdf

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

DISTRICT OF COLUMBIA

TIF Grant Funds Budget Narrative: DCPS

Building on the dramatic investment that DCPS has made over the past three years in our human capital-driven theory of action, our TIF proposal will take this work to the next level by:

1. Providing rigorous, ongoing leadership development training for teacher leaders and principals
2. Creating additional leadership roles for teachers in order to drive school turnaround
3. Expanding performance-based compensation – including creating a new salary structure based on effectiveness for principals and assistant principals

The total estimated direct funding necessary for this project is $172,711,448 over five years; once indirect costs are included, the total rises to $186,942,871. We are requesting approximately one third of this funding from the TIF grant: a total of $58,601,121 in direct costs over the five years. In designing our proposal, we have been very intentional about gradually scaling down the percent of funding for these initiatives that will come from the TIF grant, in order to ensure the sustainability of these initiatives after the funding period ends. While, as shown in the chart below, the percent of funding from TIF ranges from 43% to 52% over the first three years of the grant, as the various initiatives scale up in size, our request drops to 30% of the project total in FY16 and 14% of the total in FY17.

	FY13	**FY14**	**FY15**	**FY16**	**FY17**	**Total**
TIF Direct Costs	$8,618,791	$13,923,764	$16,689,536	$12,261,026	$7,108,004	$58,601,121
Non-TIF Direct Costs	$11,395,916	$12,606,241	$17,074,890	$28,856,008	$44,177,273	$114,110,327
Total Direct Costs	$20,014,706	$26,530,005	$33,764,426	$41,117,034	$51,285,277	$172,711,448
Percent funded by TIF	43%	52%	49%	30%	14%	34%

The initiatives we have proposed in the Project Narrative are not isolated initiatives – they are fundamental and essential components of our human capital management system, and of our strategic plan to reach the bold ambitions we have laid out for our district over the next five years.

1. Personnel

The following table provides an overview of the costs requested in this proposal that fall into the Personnel category. Each of these costs will be described in more detail below.

Personnel Costs	FY13	FY14	FY15	FY16	FY17	Total
Teacher base salary increases	$1,529,036	$1,267,139	$1,260,975	$871,140	$574,394	$5,502,685
Principal and AP base salary increases	-	$1,250,000	$833,333	$416,667	$208,333	$2,708,333
Salaries for DCPS teacher leadership roles	-	$2,558,667	$3,070,400	$2,667,600	$1,522,533	$9,819,200
Stipends for vendor turnaround participants	-	$180,000	$360,000	$360,000	$180,000	$1,080,000
Salaries for Patterson Fellows	$260,000	$1,040,000	$1,040,000	$520,000	$234,000	$3,094,000
Salaries for IMPACT team	-	-	$2,667,000	$1,778,000	$889,000	$5,334,000
Staff for DCPS teacher leadership program	$131,037	$131,037	$131,037	$131,037	$131,037	$655,185
Salary for TIF Coordinator	$64,291	$64,291	$64,291	$64,291	$64,291	$321,455
Personnel Total	$1,984,364	$6,491,134	$9,427,036	$6,808,735	$3,803,589	$28,514,858

A. Teacher base salary increases

Overview of DCPS's approach to base salary increases for teachers

IMPACT*plus*, DCPS's performance-based compensation system for teachers, has two components: 1) annual bonuses; 2) base salary increases. The funding requested for base salary increases is described below; the bonuses are captured in this budget narrative under category 8, "other."

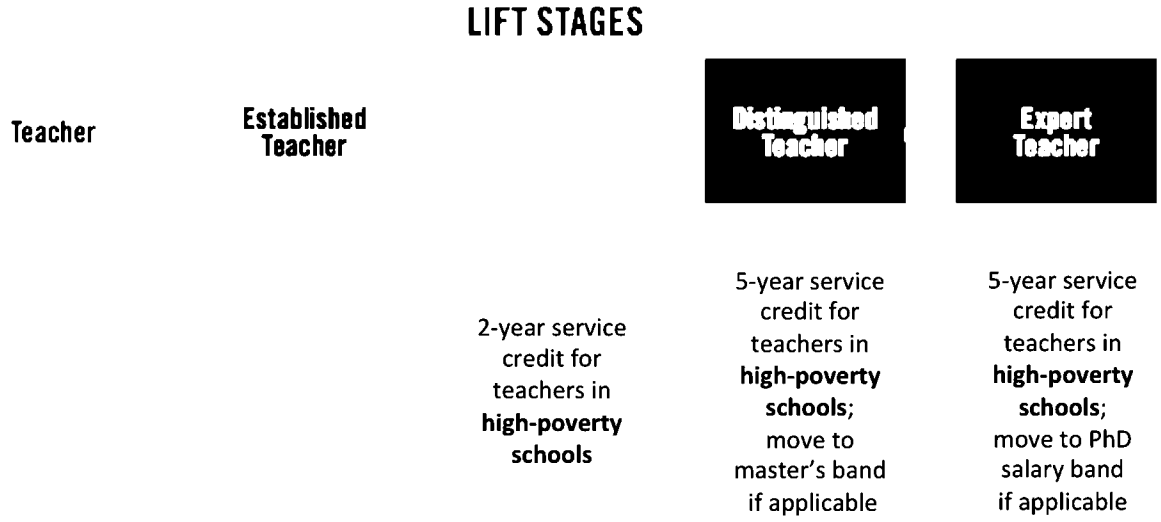
In order to grant increases in teachers' base salaries, DCPS awards teachers service credits – paying them as though they have been teaching in the system for more years than they actually have. For the first three years of IMPACT (2009-2012), base salary increases were given for teachers who were Highly Effective for two consecutive years, according to the formula below:

YOUR IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR SERVICE CREDIT
Highly Effective	60% or Higher	5 Years
	59% or Lower	3 Years

In other words, a teacher who had just completed her fifth year of teaching, and had earned Highly Effective ratings for each of the past two years, would be paid in the following year as if she had been teaching for eleven years – a service credit of five years.

Beginning with the 2012-13 school year, base salary increases will be awarded when a teacher enters one of the highest three stages on our teacher career ladder, LIFT: Advanced,

Distinguished, and Expert. These service credits will be given according to the chart below:



As part of this TIF grant application, we are requesting funding for a proportion of the base salary increases that will be awarded to teachers in high-need schools (according to the TIF definition of "high-need") from FY13 to FY17. Because, beginning with IMPACT scores earned in the 2012-13 school year, teachers in low-poverty schools will no longer be eligible for base salary increases, FY13 is the last year in which base salary increases will be provided to teachers in low-poverty schools. However, no TIF funds will be used to support these base salary increases for teachers in low-poverty schools – these will be funded entirely with local funds.

Our projection of the funding needed for base salary increases is represented in the chart below:

	FY13	FY14	FY15	FY16	FY17
High-Needs Base Salary Increases	$1,529,036	$1,810,199	$3,152,437	$4,355,700	$5,743,944
Percent funded by TIF	100%	70%	40%	20%	10%
TIF Cost	$1,529,036	$1,267,139	$1,260,975	$871,140	$574,394

Note that we have budgeted base salary increases for the fiscal year following the year in which they are earned, since they are paid out as part of a teacher's regular salary over the course of the subsequent year.

This funding request is intentionally structured to gradually decrease the reliance on TIF funds to provide for IMPACT*plus* base salary increases. This will ensure that DCPS is fully capable of continuing the IMPACT*plus* program, funded entirely with local funds, after the TIF grant ends. See Section (f) ("Sustainability") of the Project Narrative for a description of how we plan to increase the amount of local funds available to fund IMPACT*plus*.

The base salary projections above, and those of the IMPACT*plus* annual bonuses described in section 8 ("other") of this narrative, are based on the compensation model described below.

DCPS Teacher Compensation Model

Overview: The DCPS Teacher Compensation model was designed and created by Education Resource Strategies (ERS) in conjunction with the DCPS Human Capital department. The model estimates how teacher effectiveness, and thus compensation costs, of the DCPS teacher workforce will change from the 2011-12 school year to the 2016-17 school year. The model output is dependent on both inputs for the compensation structure and on inputs for key teacher variables. Compensation structure input values were based on current plans for IMPACT*plus* under the proposed LIFT career-level system; teacher variables were based on analysis of historical data combined with reasonable assumptions regarding the trajectories for those variables.

How it works: The model is structured as a Monte Carlo simulation that models each teacher separately over the years, using the actual 2011-12 teaching force as the starting point. Monte Carlo simulations are often used when one needs to make an estimate in the face of uncertainty along multiple dimensions. To deal with uncertainties, the model replaces fixed numbers with functions that draw random samples from probability distributions – probability distributions that are based on the inputs into the model. With a Monte Carlo simulation, model results vary for each individual run; thus, the model is currently set up to average across many individual runs, to hone in on an expected value for each model output.

Individual teacher decisions (e.g., leaving, switching to a high-poverty school) and changes (e.g., effectiveness growth) are determined by a combination of their characteristics, the model inputs, and randomly generated numbers (e.g., if the model inputs determine that a certain teacher has a 10% chance of leaving after the 2011-12 school year, then that teacher will leave at that point in one out of every 10 runs). Individual teacher effectiveness scores, and thus ratings, career-level changes, and forced separation, are determined by combining an expected value score (i.e., their true effectiveness against the 400 point scale) and a randomly generated noise value that represents the imprecision in the system. In this way, individual teachers are tracked through steps and lanes, and in and out of the system. Change in workforce effectiveness and compensation is then aggregated from individual teachers up to the system level.

Model inputs: Model inputs are split into 1) structural compensation and evaluation system inputs, and 2) teacher effectiveness and decision variables

- Structural system inputs
    - Evaluation rating ranges
    - Annual step increase, by rating
    - Separation policy requirements, by ratings
    - Career-level entry requirements, by career-level
    - Step bump and lane bump upon entry, by career-level
    - Step limit, by career-level
    - Benefits %

  - Substitute and coverage costs/teacher
  - % of WTU members excessed
  - LIFT Eligibility, by IMPACT group
  - Base bonus, by IMPACT group-poverty level combination
  - Target-school add-on bonus, by IMPACT group-poverty level combination
- Teacher effectiveness and decision variables – note that all variables can change by year
  - Noise standard deviation (imprecision)
  - Noise average (rating inflation), for all and for teachers who are one rating from separation
  - New hire score average and standard deviation, by poverty level and by experience level (with or without experience)
  - Average annual growth and growth standard deviation, by experience level (first-year, second-year, 3+)
  - Average additional annual growth if one rating from separation, or if last score was Minimally Effective
  - Likelihood of first-time awardee rejecting their bonus, by bonus size
  - Likelihood of continuing to reject bonus, if rejected bonus previously
  - Likelihood of moving up a lane, by lane
  - Likelihood of choosing to depart, by step and by poverty level
  - Probability distribution of new hire mix, across steps and lanes
  - Likelihood of leaving district if subject to separation
  - Impact on likelihood of leaving district if one rating from separation
  - Impact on likelihood of leaving district of career-level, by career-level
  - Likelihood of moving from low poverty to high poverty school, by rating
  - Impact on likelihood of moving from low poverty to high poverty school if one rating away from next career-level, by career-level

Default values for the structural inputs were based on current system plans under LIFT. The default values for the teacher effectiveness and decision variables were based on analysis of recent historical data. For instance, analysis showed that first year teachers grew an average of 15 points, second year teachers an average of 7 points, and other teachers an average of 0 points. Thus, these growth averages were used as the default values for growth by experience level within the model. Similarly, recent attrition data shows that teachers who are one rating away from being terminated are 2.5 times more likely than other teachers with the same experience level to decide to leave the district. Thus, this scale factor was used to increase the likelihood of teachers leaving if they are one rating from separation.

B. Principal and AP base salary increases

Our proposal for performance-based compensation for school leaders also has two components:

bonuses and base salary increases. As with teachers, the bonuses we propose to give to principals are described in section 8 of this narrative.

As described in the Project Narrative, we propose using TIF funds to create a new salary structure for principals and assistant principals in our 40 lowest-performing schools. Only administrators with demonstrated effectiveness would only be eligible for this salary structure. The structure will be created by adding $20,000 to each step of the current principal salary schedule and $10,000 to each step of the current assistant principal salary schedule. For example, a principal in one of the 40 lowest-performing schools who is at step 8 of the new salary schedule would be paid $20,000 more than a principal at step 8 who is not at one of the 40 lowest-performing schools.

We propose to implement this new salary structure in all of our 40 lowest-performing schools beginning in FY14, year two of the grant period, as reflected below.

	FY13	FY14	FY15	FY16	FY17
# Principals	-	40	40	40	40
# APs	-	45	45	45	45
Principal base increase size	-	$20,000	$20,000	$20,000	$20,000
AP base increase size	-	$10,000	$10,000	$10,000	$10,000
Percent funded by TIF	-	100%	67%	33%	17%
TIF cost	-	$1,250,000	$833,333	$416,667	$208,333

As with teacher base salaries and most other components of this TIF funding request, our request for TIF funding for school leader base salary increases is designed to gradually decrease reliance on TIF over the five years of the grant period.

C. Salaries for participants in DCPS's school turnaround teacher leadership initiative

As described in the Project Narrative, we propose to pursue our goal of clustering groups of teacher leaders in turnaround schools through two avenues: first, by designing and implementing our own structure for distributed leadership roles in schools; and second, by hiring a vendor with experience in such strategic staffing models to implement their program in six of our schools.

We propose to spend the first year of the grant, school year 2012-13, planning the initiative, identifying schools to participate, advertising the program, and recruiting and selecting participants. During this year, the only costs will be funding for the two central office positions that will support the initiative, one at the manager level and the other at the assistant level. These positions are described in more detail later in this section of the Budget Narrative.

Beginning with the 2013-14 school year, we will introduce the initiative, starting with two elementary, two middle, and two high schools. Over the following four years, we will gradually expand the program to ultimately cover all of our forty lowest-performing schools. All of these

schools qualify as high-need and are listed in response to Requirement 3.

Our plan to phase in implementation of this initiative throughout the forty lowest-performing schools is outlined in the table below.

Number of schools	FY13	FY14	FY15	FY16	FY17
High Schools	-	2	4	6	8
Middle Schools	-	2	4	6	10
Elementary Schools	-	2	4	10	22
Total	-	6	12	22	40

As described in the Project Narrative, we envision two levels of teacher leadership roles: a "director" level, similar to the current role of a department chair or grade level chair (e.g., Math Director, or Director of Lower Elementary) and a "chief" role, equivalent to an assistant principal level but with a more clearly defined scope of responsibility (e.g., Chief Academic Officer, Chief Operations Officer, or Chief Culture Officer). We benchmarked the salary for our director-level teacher leaders to the salary of director-level positions in central office and the salary of Senior Master Educators, costing it at $95,000. For chiefs, we placed the salary between that of the average assistant principal and the average principal, costing it at $114,000. Since we plan to have directors still maintain a 1/3 teaching load, we only propose to have 2/3 of their salaries paid by TIF. Because chiefs are full-time leaders and will have no required teaching responsibility, all of their salaries would be paid by TIF.

Since a primary focus of this initiative is structuring teacher teams with a teacher-to-director ratio low enough to ensure that teachers are able to receive frequent observations, feedback, and coaching, our guiding principle in determining the number of directors for each school was to maintain approximately a ratio of eight teachers to one director. Among our forty lowest-performing schools, our average elementary school has 21 teachers, our average middle school or education campus (preschool through eighth grade) has 29 teachers, and our average high school has 49 teachers. Maintaining the 8:1 ratio resulted in the average numbers of directors per school type listed in the table below. For chiefs, we budgeted for one chief for elementary and middle schools; existing assistant principals would fill the other chief-level role at these schools. For our high schools, which are significantly larger, we added funding for two chief-level positions.

Number of positions	Directors	Chiefs
High School	6	2
Middle School/Education Campus	4	1
Elementary School	3	1
Salary	$95,000	$114,000
Percentage of salary paid by TIF	67%	100%

The chart below details the growth in total number of school turnaround teacher leadership positions over the five years of the grant. Given our proposal to gradually decrease the percentage of funding for this initiative provided by TIF, the greatest number of teacher leadership positions funded by TIF in any given year is the equivalent of 40.8 positions in FY15. We have a total of 2,687 teachers in the schools classified as high-need under Requirement 3(a), which would allow for a maximum of 224 teacher leadership positions to be funded by TIF, under the 12:1 ratio detailed in Requirement 6(b)(3). Please note that even at its highest point, our request for TIF funding for teacher leadership positions falls well short of this maximum possible.

	FY13	FY14	FY15	FY16	FY17
Directors	-	26	52	90	154
Chiefs	-	8	16	28	48
Directors + Chiefs	-	34	68	118	202
Percent funded by TIF	-	100%	60%	30%	10%
Directors funded by TIF	-	26	31.2	27	15.4
Chiefs funded by TIF	-	8	9.6	8.4	4.8
Directors + Chiefs funded by TIF	-	34	40.8	35.4	20.2

Factoring together the information in the above charts results in the following costs per year:

Total Cost	FY13	FY14	FY15	FY16	FY17
High School	-	$1,216,000	$2,432,000	$3,648,000	$4,864,000
Middle School/ Education Campus	-	$734,667	$1,469,333	$2,204,000	$3,673,333
Elementary School	-	$608,000	$1,216,000	$3,040,000	$6,688,000
Total	-	$2,558,667	$5,117,333	$8,892,000	$15,225,333
Percent funded by TIF	-	100%	60%	30%	10%
TIF Cost	-	$2,558,667	$3,070,400	$2,667,600	$1,522,533

D. Stipends for participants in vendor's school turnaround teacher leadership initiative

The bulk of the costs paid to the vendor that will implement their strategic staffing model in six

of our schools are reflected in the description under Section 6 of this Budget Narrative, "Contractual." However, we do envision providing stipends to the teachers who participate in this initiative, and these would be paid directly from DCPS to the teachers, thereby falling into this category of funding.

Our plan is to contract with a vendor to implement a school turnaround teacher leadership initiative in six of our schools, each for a three-year period: three schools beginning in FY14 and concluding in FY16, and three additional schools beginning in FY15 and concluding in FY17. By the end of the three-year period, the schools should have progressed to a point at which they no longer need the intensive support and professional development offered by the vendor.

Our survey of strategic staffing initiatives implemented elsewhere has led us to believe that in order to be successful, such an initiative should involve at least 25% of the teachers in a school. Given the average numbers of teachers per school listed in the section above, we have proposed funding for thirty teachers total for each cohort of three schools, or sixty teachers for the entire group of six schools.

Given a stipend of $6,000 per teacher, per year, we have proposed the following costs for this program:

Stipends for vendor turnaround participants	FY13	FY14	FY15	FY16	FY17
Number of schools		3	6	6	3
Number of participants	-	30	60	60	30
Stipend cost	-	$180,000	$360,000	$360,000	$180,000

Because we plan for the vendor's work in each of these schools to last for only three years, with the work in the second cohort of three schools ending after FY17, we have not needed to scale down the percentage of funding for this program provided by TIF. Instead, the vendor will be responsible for ensuring that the leadership capacity in each of these schools has been developed to a point such that the schools no longer need the support provided by the vendor. After FY17, funding to support stipends for the teacher leadership roles will be replaced by funding for the positions described in the DCPS teacher leadership initiative, detailed in section C above.

E. Salaries for Patterson Fellows

Evidence on effective principal preparation programs emphasizes the importance of authentic, real-life learning experiences, often taking place during a high-quality residency. Reflections from current DCPS principals confirm that apprenticing with a high performing principal and being exposed to multiple styles of leadership are two of the best ways to prepare for the demands of the job. It is therefore essential that Patterson Fellows have the opportunity to engage in several authentic, job-embedded experiences with excellent school leaders during their 18 months of preparation. While many of them will have experience as assistant principals before

entering the program, those roles typically emphasize operational responsibilities and student behavioral issues, rather than instructional leadership. As Patterson Fellows, they will expand their role to take on responsibility for instructional programs, school culture, community relationships, and other key aspects of a successful school. This experience is crucial in their preparation to serve as the leader of their own school building.

With TIF funding, DCPS will be able to fully fund Patterson Fellows' salaries, giving the Fellowship significant control over where Fellows are placed. This will allow the Patterson Fellowship staff to ensure that Fellows are only placed in schools with excellent mentor principals who can serve as role models. In addition, because the Patterson Fellows will be less tied to the normal logistical responsibilities of assistant principals, they will have more flexibility to complete rotations at other excellent schools, expanding their knowledge of differing school improvement models. The aim of the Patterson Fellowship is to fill the majority of DCPS principal vacancies with internal candidates who can be effective principals in their first year and highly effective, transformational principals by their third year. If Fellows are to make an impact immediately, it is crucial to provide them with a top-performing mentor and multiple models of excellent schools during their training experience.

We have budgeted each Patterson Fellow at the average assistant principal salary, $104,000. Though the first class of Patterson Fellows will not begin their residency year until school year 2013-14, this residency will actually begin 3 months prior to the beginning of the fiscal year. Accordingly, we have budgeted for 3 months of funding in FY13, and taken away three months of funding from FY17. This is reflected in the table below.

Patterson Fellows	FY13	FY14	FY15	FY16	FY17
Participants	-	10	15	15	15
Percent funded by TIF	(100% for 3 months)	100%	67%	33%	20%
TIF cost	$260,000	$1,040,000	$1,040,000	$520,000	$234,000

F. IMPACT team

The team necessary to successfully implement our educator evaluation system, IMPACT – which includes a director, a number of other central office IMPACT Operations roles, and the team of master educators who conduct third-party evaluations of teachers – is currently funded primarily by Race to the Top funds, with some support from local funding. When this funding ends, after School Year 2013-14, we propose to use TIF funds to help us gradually transition to fully local funding for this critical program. To accomplish this, we propose funding 60% of the costs of the positions currently funded by Race to the Top in FY15, decreasing to 40% in FY16 and 20% in FY17. The costs are shown in the chart below.

	FY13	FY14	FY15	FY16	FY17
1 Director	-	-	$110,000	$110,000	$110,000
6 Senior Master Educators	-	-	$570,000	$570,000	$570,000
38 Master Educators	-	-	$3,420,000	$3,420,000	$3,420,000
1 Manager	-	-	$75,000	$75,000	$75,000
3 Coordinators	-	-	$180,000	$180,000	$180,000
2 Program Assistants	-	-	$90,000	$90,000	$90,000
Total Cost	-	-	$4,445,000	$4,445,000	$4,445,000
% paid by TIF	-	-	60%	40%	20%
TIF Cost	-	-	$2,667,000	$1,778,000	$889,000

All of these positions dedicate 100% of their time to implementation of the educator evaluation system, and are thereby eligible for funding through TIF. We recognize that according to the requirements of the TIF grant, TIF funds may only be used to support implementation of the evaluation system in the high-need schools identified in response to Requirement 3(a). For this reason, in addition to our desire to gradually decrease our reliance on federal funding, we have only requested funding for 60% of the personnel costs associated with IMPACT implementation, even though 80.5% (99 of 123) of schools in DCPS qualify as high-need.

The table below lists the primary responsibilities of each position and the importance of each position to the success of the project.

Position	Responsibilities	Importance to Project	Quantity
Director, IMPACT	• Manage the Master Educator Program including development of strategy, performance measures, and staff members. • Gather and analyze data for internal and external reporting. • Work with all school leaders and multiple departments within DCPS to ensure faithful implementation	The Director of IMPACT is responsible for the overall leadership and management of IMPACT, the Performance-Based Teacher Evaluation and Compensation Program. A Director of IMPACT is essential to the program in order to ensure that the program meets systematic goals and is implemented with fidelity.	1

	of IMPACT. • Maintain and improve the IMPACT database, the tool for capturing all evaluation data. • Oversee the process by which individuals appeal their IMPACT score to the Chancellor.		
Senior Master Educator	• Provide mentoring to a cohort of master educators; accompany master educators on observations and conferences and provide feedback, review and assess master educators' written reports, and provide assistance on other issues relevant to the development of the master educators. • Conduct 4 to 5 observations of DCPS teachers per week and complete written report and post-observation conference. • Support the Director in designing and executing a program of teacher support and professional development activities. • Conduct twice-yearly formal evaluations of master educators.	Senior master educators are vital to the success of IMPACT because of the training, leadership, and professional development they provide to the master educators and teachers in DCPS. They are responsible for ensuring that all master educators are prepared to evaluate teachers accurately according to the standards outlined by the Teaching and Learning Framework.	6

Master Educator	• Evaluate educator proficiency in the DCPS Teaching and Learning Framework through classroom observations and conferences – Each master educator will conduct approximately 100 observations and post-observation conferences each semester (about 2-3 per day). Following each observation, the master educator will write a detailed report that includes explanations of the teacher's ratings. The master educator will then present this report along with suggestions for growth in a post-observation conference with the teacher.	Master educators are essential to IMPACT because they serve as third party observers when evaluating teachers. Master educators are responsible for conducting two of five evaluations of teachers in DCPS and providing grade level/ content area specific feedback. Master educators provide teachers with feedback and professional development, allowing teachers to improve their teaching and grow as educators.	38
Manager, IMPACT	• Work with all principals and multiple departments within DCPS to ensure faithful implementation of IMPACT. This work entails, but is not limited to, making sure all IMPACT deadlines are met, observations and conferences are completed and all stakeholders	The Manager of IMPACT is essential to the Performance-Based Teacher Evaluation and Compensation Program because this staff member manages the team of coordinator and program assistants that ensures faithful implementation of IMAPCT.	1

	understand all components and procedures within IMPACT. • Meet with educators to provide training on the various components of IMPACT, as well as discuss their experiences with the system. • Analyze administrator and educator understanding of IMPACT to strategically design and provide professional development. • Build relationships and liaise with external partners and organizations, as well as various internal departments, to provide education on IMPACT; interact with and respond effectively to urgent requests from multiple internal and external stakeholders. • Drive the gathering and analysis of IMPACT data for internal and external reporting.		
Coordinator, IMPACT	• Manage the process of responding to teacher appeals of master educator ratings: conduct investigations	It is necessary to have three IMPACT Coordinators managing the evaluation and compensation system at the school-level. Coordinators	3

	of complaints, communicate with teacher as necessary, and coordinate with master educators. • Assist Master Educator Program with designing and carrying out teacher support and professional development activities by master educator. • Respond quickly to address unanticipated situations and urgent problems related to IMPACT process.	are responsible for training school leaders and teachers, collecting data from observations, collecting data for the student achievement metric, and recruiting and selecting master educators. Coordinators are responsible for the day-to-day logistical operations in both schools and central office.	
Program Assistant, IMPACT	• Manage logistics for teacher observations conducted by a team of master educators. • Serve as primary point of contact for a set of 60 schools, responding to all questions about the Master Educator Program. • Build relationships with principals, other school staff, master educators, and key central office staff. • Collect, organize, and track school scheduling information. • Develop and implement process improvements to	Program Assistants are necessary for the IMPACT program to serve as a point of contact for teachers, school leaders, and master educators. Program Assistants coordinate the schedules of teachers and master educators, field questions from school leaders and teachers, and provide logistical support throughout the implementation of IMPACT.	2

	increase efficiency of master educator observations. • Provide logistical support to facilitate other core Master Educator Program activities, including professional development, office hours, and individual support. • Carry out basic analysis of data from teacher evaluation system to inform the work of departments across DCPS; respond to simple data inquiries from other departments. • Track and monitor completion of IMPACT process, anticipate and identify challenges and design and execute strategies to address and resolve these challenges.		

G. Staff for DCPS teacher leadership program

In order to successfully develop and implement the DCPS school turnaround teacher leadership initiative described in the Project Narrative, we will need a Project Manager and a Program Assistant to be dedicated 100% to this initiative. We have based salaries for these two positions on the midpoint of the salary range at each level on the DCPS central office salary schedule. Unlike most of the other costs in this grant, we have not proposed decreasing the percent of these salaries funded by TIF over the course of the grant. By the end of the five years, this initiative should be established to the extent that it can be managed by existing, locally-funded DCPS

capacity. As a result, sustainability after the expiration of TIF funding should not pose a challenge.

	FY13	FY14	FY15	FY16	FY17
Manager salary	$85,929	$85,929	$85,929	$85,929	$85,929
Assistant salary	$45,108	$45,108	$45,108	$45,108	$45,108
Total salary	$131,037	$131,037	$131,037	$131,037	$131,037

Central Office-Based Responsibilities & Significance of Role:

Position	Responsibilities	Importance to Project
Manager, Teacher Leadership Initiative	• Lead the design and implementation of the DCPS school turnaround teacher leadership initiative. • Recruit and select schools to participate in the initiative. • Recruit and select teachers to fill the leadership positions. • Coordinate with external vendors to provide leadership development training to teachers in the program	This individual will lead the process of designing and implementing this complex and innovative initiative. Without dedicated capacity for these functions, it would be difficult for DCPS to effectively execute on this aspect of the grant.
Assistant, Teacher Leadership Initiative	• Support the manager in implementing all aspects of the program. • Coordinate logistics for meetings, trainings, and events. • Manage all financial, procurement, and contracting needs for the project. • Serve as first point of contact for internal and external stakeholders.	This initiative involves a significant number of schools and teachers, and so will entail a major logistical burden. Without an Assistant, the Manager would need to dedicate a significant proportion of his or her time to this logistical work, detracting from the ability to focus on effective design and implementation of the initiative.

H. Coordinator for TIF

Given the scale and complexity of the TIF grant we have proposed, it will be necessary to have a full-time staff member to manage the grant. This Coordinator will ensure effective implementation of all aspects of the grant, manage evaluation of the various initiatives, coordinate collection of data and reporting, execute on the financial and procurement aspects of the grant, and undertake all other tasks essential to the success of the program. The salary of the Coordinator is budgeted at $64,291, the midpoint of the Coordinator salary schedule for DCPS central office staff, and will be funded for all five years of the grant. The Coordinator will report to the Director of Teacher Effectiveness Strategy with a "dotted line" to the Deputy Chief for Principal Effectiveness, ensuring that they work funded by TIF will be integrally related to the rest of the initiatives undertaken by the Office of Human Capital.

2. **Fringe Benefits**

Our fringe benefits rate is scheduled to gradually increase from its current rate of 17.2% in FY13 to a rate of 18% in FY17, as reflected in the calculations below.

	FY13	FY14	FY15	FY16	FY17	Total
Personnel Total	$1,984,364	$6,491,134	$9,427,036	$6,808,735	$3,803,589	$28,514,858
Fringe Benefits rate	17.2%	17.4%	17.6%	17.8%	18.0%	
Fringe Benefits total	$341,311	$1,129,457	$1,659,158	$1,211,955	$684,646	$5,026,527

3. **Travel**

Travel: Travel expenses include the average airfare of $400 each, in addition to a hotel room at $180/night for two nights, local transportation of $50, and per diem of $72.	# Trips	$per Trip	Total annual expense	Total expense for five years
Teacher Incentive Fund Grantee Meeting: This meeting will provide technical assistance for our grant site and provide collaboration among all TIF grantees. The total trip will last 1.5 days.	3 (1 Project Director and 2 other key personnel)	$1004	$3,012	$15,060
Teacher Incentive Fund Topical Meeting: This meeting will provide participants with in depth information on a topic related to implementing PBCSs. The total trip will last 1.5 days.	2 (1 Project Director and 1 other key personnel)	$1004	$2,008	$10,040

Travel costs were calculated using the average cost of airfare, lodging, and transportation for six major U.S. cities with Washington, DC as the point of origin for all trips. Average costs were found using gsa.gov. If travel costs in some years are lower than we have projected – for instance, because the conferences are held in Washington, DC or nearby cities – we will reallocate the excess funding to other program costs.

4. Equipment

None.

5. Supplies

None.

6. Contractual

A. Leadership development contracts

A centerpiece of our proposal, as described in the Project Narrative, is to contract with two to four vendors to provide high-quality leadership development training for our teachers. In preparing this grant, we conducted a market survey of some of the best teacher leadership development programs, and found that $9,000 per teacher is a typical cost for a one-year

program.

We have designed this aspect of the proposal to progressively increase the number of teachers over time – this will be possible as the vendors we select establish themselves in DC, and will be increasingly important as we are able to increase the number of outstanding teachers in DCPS through improved recruitment, retention, and development. In the final year, FY17, we used the number of teachers involved in leadership roles in our DCPS school turnaround teacher leadership initiative (202 total teachers) as a benchmark for the number of spots in leadership development programs we should try to reach (the proposal below provides for 210 spots in FY17).

As with most other parts of the grant, we gradually scale back the percent of the program funded by TIF in order to ensure that the program will be sustainable. This scaling down is designed in a less dramatic fashion than in other aspects of the grant – in FY17, we still ask for TIF to fund 50% of the cost of these programs, whereas we only request funding for 10% of IMPACT*plus*. This is largely because we anticipate actually being able to decrease the size of our contracts with external vendors after the 5-year period of the grant. Once a significant number of our teachers have received high-quality leadership development training (our proposal provides for 600 teachers, or about one-sixth of our force) and had an opportunity to use those skills in their schools, we should be in a position to be able to develop our own teachers' leadership skills, rather than having to rely entirely on external vendors to do so.

We have included two other costs in this line item. On the advice of several external experts, we have included a small budget for program customization and improvement. While we plan to only select vendors with high-quality, established programs, we recognize that some amount of customization of curriculum and program design will likely be necessary in order to adapt each program to the particular context of DCPS. We also know, based on our experience with IMPACT, IMPACT*plus*, and our other human capital initiatives, that we learn the most about what works once we are actually in the implementation phase – and so we want to ensure that we have included funding that will enable us to work with the vendors to continually improve these initiatives after they have initially been launched.

The recommendations we received ranged from including 5% to 10% of the cost of the contracts in our program customization and improvement budget; ultimately, we chose to begin at 8% for the first two years and then scale back to 4% and then 2%. Each of these percentages is applied to the following year's leadership development budget, since that represents the scale at which we will be implementing the leadership development programs in the relevant year. We have also included a budget for start-up costs for vendors that may not already work in DC in FY13 – including hiring staff, setting up offices, purchasing supplies, recruitment, marketing, and training.

Leadership Development	FY13	FY14	FY15	FY16	FY17	Total
Number of teachers		80	140	170	210	600
Leadership development total		$720,000	$1,260,000	$1,530,000	$1,890,000	$5,400,000
Percent funded by TIF	100%	100%	100%	75%	50%	
Program customization percentage	8%	8%	4%	2%		
Program customization costs	$57,600	$100,800	$61,200	$37,800		$257,400
Start-up costs	$350,000					$350,000
TIF cost	$407,600	$820,800	$1,321,200	$1,185,300	$945,000	$4,679,900

B. Vendor's school turnaround teacher leadership initiative

We have included costs for three buckets of work that we anticipate will be necessary for the vendor we select to undertake the school turnaround teacher leadership initiative:

- **Recruitment and Selection:** Developing and running a marketing campaign, staff time to design and execute a selection process, and logistical support for that process.
- **Professional Development and Support:** A priority for us in selecting a vendor is ensuring that the vendor is able to provide teachers with strong support for their roles as teacher leaders. This could be both over the summer and during the year, and could involve trainings, webinars, and coaching.
- **Program Management:** This cost captures costs such as staff salaries for program managers, office space and supplies, travel for staff in other offices, and technology.

These costs will vary over the grant period. For example, recruitment and selection costs are highest in the first two years, as the two cohorts of teachers are being recruited and selected. Professional development and support costs are generally scaled to the number of teachers involved in the program at a given time, and program management costs are highest at the beginning, given the investment necessary to start up the initiative, and slowly decline over the five years of the grant. In this case, we again relied on outside experts to help us generate a realistic model for funding this type of strategic staffing initiative. The funds we propose to allocate are represented in the table below.

	FY13	FY14	FY15	FY16	FY17	Total
Recruitment & Selection	$100,000	$100,000	$30,000	$30,000	$10,000	$270,000
Professional Development & Support	$70,000	$360,000	$550,000	$535,000	$315,000	$1,830,000
Program Management	$300,000	$280,000	$220,000	$215,000	$200,000	$1,215,000
Total	$470,000	$740,000	$800,000	$780,000	$525,000	$3,315,000

As explained above, because we plan for the vendor's work in each of these schools to last for only three years, with the work in the second cohort of three schools ending after FY17, we have not needed to scale down the percentage of funding for this program provided by TIF. Instead, the vendor will be responsible for ensuring that the leadership capacity in each of these schools has been developed to a point such that the schools no longer need the support provided by the vendor.

C. Executive Master's in Leadership (EML) for principals

As described in the Project Narrative, we propose to use some TIF funding to support a program to partner with a university business school to provide an Executive Master's degree in leadership to some of our most Effective and Highly Effective principals. By enrolling a cohort of up to 25 principals annually in the program, out of 123 total principals, DCPS can quickly build a critical mass of leaders who share a vocabulary and approach to the challenges they face, multiplying their impact and retaining our highest potential leadership in their roles for a longer time period.

DCPS has already secured some local public and private funding to subsidize participants' participation in the program for its first year. Current funding levels still leave a gap for this program, especially given DCPS' desire to offer this program at minimal costs (at least initially) to participants. In order to ensure some investment by the participants, principals will be required to pay $5,000 in tuition for a 12-month program. This combination of funding, together with TIF support, will enable the first few cohorts to be fully funded apart from the $5,000 individual contribution. In future years, as program alumni report on its value to their leadership, DCPS will make the decision to either continue subsidizing the program to this extent from local funding sources, or require participants to cover increasingly larger portions of the tuition themselves.

Projected Cost: $40,000 per participant annually, for a total of $1,000,000 with 25 participants

Funding proposed for FY13 and FY14:

- $250,000 committed from private funders
- $125,000 from the participants ($5K each)
- $125,000 committed from local funds (DCPS commitment)

- $500,000 from TIF

Rationale for funding levels across the years of the grant: DCPS will need a higher level of funding for the first two cohorts of 25 principals (in the first two years of the grant, FY13 and FY14), in order to successfully finalize the design and launch of the program. Then, DCPS will increase funding levels from outside TIF resources, through increased local and participant contributions, decreased cohort sizes (as DCPS overall principal force gets smaller with future school closings and as many DCPS principals will have already earned this degree). By year 5, DCPS will have confirmed alternative funding sources for the full cost of this degree program for principals.

	FY13	FY14	FY15	FY16	FY17	Total
EML	$500,000	$500,000	$250,000	$250,000	$ --	$1,500,000

In selecting contractors, we have and will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7. Construction

N/A

8. Other

A. Teacher bonuses

This section reflects the second part of IMPACT*plus* for teachers: annual bonuses. Beginning with school year 2012-13, bonuses will be awarded according to the following chart:

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	$10,000	Additional $5,000	Additional $10,000	$25,000
	59% or Lower	$2,000	Additional $1,000	n/a	$3,000

We used the DCPS Teacher Compensation Model described above to project costs for bonuses over the next five years. Since TIF can only be used to fund bonuses in high-need schools, we are only requesting a decreasing percentage of the projected cost for high-need bonuses as the grant proceeds. In the later years of the grant, we will predominantly fund these bonuses ourselves, through the cost savings measures described in the Sustainability section of the Project Narrative and by building these costs into school budgets.

	FY13	FY14	FY15	FY16	FY17
High Needs Bonuses	$4,465,212	$5,228,334	$6,339,624	$7,420,722	$8,444,568
Non-High Needs Bonuses	$497,988	$533,466	$542,376	$570,078	$605,232
Total Bonuses	$4,963,200	$5,761,800	$6,882,000	$7,990,800	$9,049,800
Percent funded by TIF	100%	70%	40%	20%	10%
TIF Cost	$4,465,212	$3,659,834	$2,535,850	$1,484,144	$844,457

B. Principal and Assistant Principal base salary increases

As outlined in other sections of the grant proposal, DCPS does not currently provide ratings to principals and assistant principals that link directly to compensation (either base salary increases or performance bonuses). Beginning in FY13, at the conclusion of the 2012-13 school year, DCPS will provide effectiveness ratings to all principals and assistant principals. Progression on the principal and assistant principal salary scales will be determined by performance ratings. Highly Effective and Effective principals and assistant principals will receive a base salary increase, ranging from $2,000-$5,000, at the end of each year. In addition, as described above, Effective and Highly Effective principals and assistant principals in the forty lowest-performing schools will be placed on an alternate salary schedule, $20,000 (for principals) and $10,000 (for assistant principals) higher than their normal salary schedules. Finally, Highly Effective principals and assistant principals will receive performance bonuses according to the table below – with larger bonuses going to the administrators in the forty lowest-performing schools.

Based on preliminary data from the current year's evaluation process, DCPS projects that a total of 30 school leaders will be eligible for performance bonuses at the end of the 2012-13 school year. By the end of the 2016-2017, DCPS predicts it will have a little more than a quarter of its school leaders earning performance bonuses as a result of a Highly Effective rating through IMPACT. DCPS will rely heavily on TIF grant support for the first three years of the grant, increasing its local support for bonuses in years 4 and 5 before assuming full responsibility after TIF grant funding ends. When TIF funding ends at the end of FY17, DCPS will build the costs for bonuses into local school budgets (i.e., built into the average costs for principals and assistant principals).

	FY13	FY14	FY15	FY16	FY17
# Principals	10	12	15	18	20
# Principals (lowest 40)	5	7	8	9	10
# APs	10	12	15	18	20
# APs (lowest 40)	5	7	8	9	10
Principal bonus size	$15,000	$15,000	$15,000	$15,000	$15,000
Principal bonus size (lowest 40)	$25,000	$25,000	$25,000	$25,000	$25,000
AP bonus size	$10,000	$10,000	$10,000	$10,000	$10,000
AP bonus size (lowest 40)	$15,000	$15,000	$15,000	$15,000	$15,000
Percent funded by TIF	100%	100%	100%	67%	33%
TIF cost	$450,000	$580,000	$695,000	$540,000	$300,000

9. Total Direct Costs

	FY13	FY14	FY15	FY16	FY17	Total
Total Direct Costs	$8,613,771	$13,918,744	$16,684,516	$12,256,006	$7,102,984	$58,576,021

10. Indirect Cost Rates

The indirect cost rate approved for DCPS is 8.24%.

11. Training Stipends

N/A

12. Total Costs

	FY13	FY14	FY15	FY16	FY17	Total
Total Costs	$9,323,545	$15,065,649	$18,059,320	$13,265,901	$7,688,270	$63,402,685

DISTRICT OF COLUMBIA

Non-Federal and Non-TIF Federal Program Funds Budget Narrative: DCPS

Note: Beginning in FY13 (School Year 2012-13), the only non-TIF federal funds that will be a part of the budget for the Office of Human Capital (OHC), which is responsible for operating the human capital management system, performance-based compensation system, and educator evaluation system (and is responsible for all of the funding and activities described below), will be the Race to the Top funds in FY13 and FY14. While, in the past, other sources of federal funding, such as Title I and Title II, have contributed to OHC's budget, these funds have been allocated to other offices beginning with FY13, and have been replaced in OHC's budget with local funds. In the narrative below, Race to the Top funds are indicated as "RTTT"; since these funds only exist for FY13 and FY14, it should be assumed that the funds in these rows from FY15 onward will be paid by local funds. All funds described below should be assumed to be local unless explicitly noted otherwise.

1. Personnel

The following table provides an overview of the costs in the Personnel category related to the TIF proposal that will be provided by local funds and Race to the Top funds. Each of these costs will be described in more detail below.

Personnel Costs	Funding Source	FY13	FY14	FY15	FY16	FY17	Total
Teacher base salary increases	Local	$892,953	$543,060	$1,891,462	$3,484,560	$5,169,550	$11,981,585
Principal and AP base salary increases	Local	$-	$-	$416,667	$833,333	$1,041,667	$2,291,667
Salaries for teacher leadership roles	Local	$-	$-	$2,046,933	$6,224,400	$13,702,800	$21,974,133
Salaries for Patterson Fellows	Local	$-	$-	$520,000	$1,040,000	$1,326,000	$2,886,000
IMPACT team	RTTT	$4,445,000	$4,445,000	$1,778,000	$2,667,000	$3,556,000	$16,891,000
IMPACT team	Local	$264,369	$264,369	$264,369	$264,369	$264,369	$1,321,845
Teacher Retention and Recognition team	Local	$220,750	$220,750	$220,750	$220,750	$220,750	$1,103,750
Teacher Effectiveness Strategy team	Local	$269,789	$269,789	$269,789	$269,789	$269,789	$1,348,945
Principal Effectiveness Strategy team	Local	$288,368	$288,368	$288,368	$288,368	$288,368	$1,441,840
OHC Leadership	Local	$269,635	$269,635	$269,635	$269,635	$269,635	$1,348,175
Central Office Effectiveness team	Local	$309,747	$309,747	$309,747	$309,747	$309,747	$1,548,735
Teacher Recruitment and Selection team	Local	$790,925	$790,925	$790,925	$790,925	$790,925	$3,954,625
Principal Recruitment and Selection team	Local	$396,007	$396,007	$396,007	$396,007	$396,007	$1,980,035
Principal Leadership Development team	Local	$413,402	$413,402	$413,402	$413,402	$413,402	$2,067,010
Personnel total		$8,560,945	$8,211,052	$9,876,054	$17,472,285	$28,019,008	$72,139,345

A. Teacher base salary increases

	FY13	FY14	FY15	FY16	FY17
High Needs Base Increases	$1,529,036	$1,810,199	$3,152,437	$4,355,700	$5,743,944
Non-High Needs Base Increases	$892,953	$-	$-	$-	$-
Total Base Increases	$2,421,989	$1,810,199	$3,152,437	$4,355,700	$5,743,944
Percent funded by TIF	(b)(4)				
TIF Cost	$1,529,036	$1,267,139	$1,260,975	$871,140	$574,394
Funded locally	$892,953	$543,060	$1,891,462	$3,484,560	$5,169,550

B. Principal and AP base salary increases

	FY13	FY14	FY15	FY16	FY17
# Principals	-	40	40	40	40
# APs	-	45	45	45	45
Principal base increase size	-	$20,000	$20,000	$20,000	$20,000
AP base increase size	-	$10,000	$10,000	$10,000	$10,000
Percent funded by TIF	(b)(4)				
TIF cost	-	$1,250,000	$833,333	$416,667	$208,333
Funded locally	-	-	$416,667	$833,333	$1,041,667

C. Salaries for teacher leadership roles

	FY13	FY14	FY15	FY16	FY17
High School	-	$1,216,000	$2,432,000	$3,648,000	$4,864,000
Middle School	-	$734,667	$1,469,333	$2,204,000	$3,673,333
Elementary School	-	$608,000	$1,216,000	$3,040,000	$6,688,000
Total	-	$2,558,667	$5,117,333	$8,892,000	$15,225,333
Percent funded by TIF	(b)(4)				
TIF Cost	-	$2,558,667	$3,070,400	$2,667,600	$1,522,533

Funded locally	-	$0	$2,046,933	$6,224,400	$13,702,800

D. Salaries for Patterson Fellows

Patterson Fellows	FY13	FY14	FY15	FY16	FY17
Participants	-	10	15	15	15
Percent funded by TIF	(b)(4)				
TIF cost	$260,000	$1,040,000	$1,040,000	$520,000	$234,000
Funded locally	$-	$-	$520,000	$1,040,000	$1,326,000

E. IMPACT team (RTTT in FY13 and FY14)

Total salary for IMPACT team positions included in Race to the Top: $4,445,000

In FY13 and FY14, this part of the IMPACT team is entirely funded by RTTT.

In FY15, FY16, and FY17, we have requested for some percentage of this team to be funded by TIF, with the rest to be funded locally, as shown below.

	FY13	FY14	FY15	FY16	FY17
Total Cost	-	-	$4,445,000	$4,445,000	$4,445,000
% paid by TIF	(b)(4)				
TIF Cost	-	-	$2,667,000	$1,778,000	$889,000
Funded locally	-	-	$1,778,000	$2,667,000	$3,556,000

The responsibilities and importance of these positions is detailed in the TIF Budget Narrative.

F. IMPACT team (local in all years)

In addition to the IMPACT team positions funded in FY13 and FY14 by Race to the Top, four positions are funded locally during those fiscal years: one manager, two coordinators, and one assistant.

Position	Responsibilities	Importance to Project	Quantity
Manager, IMPACT	• Work with all principals and multiple departments within DCPS to ensure faithful implementation of IMPACT. This work entails, but is not limited to, making sure all IMPACT deadlines are met, observations and conferences are completed and all components and	The Manager of IMPACT is essential to the Performance-Based Teacher Evaluation and Compensation Program because this staff member manages the team of coordinator and program	1

	procedures within IMPACT are understood by all stakeholders. • Meet with educators to provide training on the various components of IMPACT, as well as discuss their experiences with the system. • Analyze administrator and educator understanding of IMPACT to strategically design and provide professional development. • Build relationships and liaise with external partners and organizations, as well as various internal departments, to provide education on IMPACT; interact with and respond effectively to urgent requests from multiple internal and external stakeholders. • Drive the gathering and analysis of IMPACT data for internal and external reporting.	assistants that ensures faithful implementation of IMAPCT.	
Coordinator, IMPACT	• Manage the process of responding to teacher appeals of master educator ratings: conduct investigations of complaints, communicate with teacher as necessary, and coordinate with master educators. • Assist Master Educator Program with designing and carrying out teacher support and professional development activities by master educator. • Respond quickly to address unanticipated situations and urgent problems related to IMPACT process.	Coordinators manage the evaluation and compensation system at the school-level. Coordinators are responsible for training school leaders and teachers, collecting data from observations, collecting data for the student achievement metric, and recruiting and selecting master educators. Coordinators are responsible for the day-to-day logistical operations in both schools and central office.	2
Program Assistant, IMPACT	• Manage logistics for teacher observations conducted by a team of master educators. • Serve as primary point of contact for a set of 60 schools, responding to all questions about the Master Educator Program. • Build relationships with principals, other school staff, master educators, and key central office staff.	Program Assistants are necessary for the IMPACT program to serve as a point of contact for teachers, school leaders, and master educators. Program Assistants coordinate the schedules of teachers and master educators, field questions from school	1

	• Collect, organize, and track school scheduling information. • Develop and implement process improvements to increase efficiency of master educator observations. • Provide logistical support to facilitate other core Master Educator Program activities, including professional development, office hours, and individual support. • Carry out basic analysis of data from teacher evaluation system to inform the work of departments across DCPS; respond to simple data inquiries from other departments. • Track and monitor completion of IMPACT process, anticipate and identify challenges and design and execute strategies to address and resolve these challenges.	leaders and teachers, and provide logistical support throughout the implementation of IMPACT.	

G. Teacher Retention and Recognition team

The following nine teams in the Office of Human Capital all do work that is essential to the success of the district's human capital management system. Since these teams are all entirely locally funded and funding is projected to be consistent across the five years of the TIF grant period, we have not included separate year-by-year budgets for each team. Instead, team salaries are listed in the comprehensive Personnel table above, and the sections below detail the responsibilities and importance of each role. All roles are dedicated 100% to the work described unless noted otherwise.

Position	Responsibilities	Importance to Project	Quantity
Director, Teacher Retention and Recognition	• Set goals and strategic vision for all teacher retention and recognition initiatives, including LIFT (the teacher career ladder). • Manage members of the Teacher Retention and Recognition team. • Develop content and deliver trainings to teachers, principals, and central office staff members on LIFT and other key initiatives.	The Director of Teacher Retention and Recognition oversees the development and improvement of teacher retention and recognition initiatives for the district. This role is critical to the DCPS goal to retain and reward its highest performing teachers. Retaining high performers contributes to the larger goal of improving student achievement.	1

	• Develop new initiatives to recognize and retain high performing teachers. • Establish partnerships with external organizations that will provide professional development to teacher leaders.		
Manager, Teacher Retention and Recognition	• Manage the implementation and revision of LIFT. • Manage the implementation of new teacher retention and recognition projects. • Coordinate the process of soliciting feedback from teachers, principals, and other stakeholders on LIFT and its potential revisions.	The Manager of Teacher Retention and Recognition manages all aspects of the implementation of LIFT, including determining exceptions to LIFT policies and collaborating with hiring managers to ensure there is alignment between hiring practices and teachers' LIFT stages. The manager also oversees the solicitation of stakeholder feedback to ensure that teachers are continuously involved in the development of new initiatives and revision to existing ones.	1
Coordinator, Teacher Retention and Recognition	• Assist with the maintenance of external partnerships. • Coordinate application processes for teacher leadership positions. • Support technological aspects of the implementation of LIFT.	The Coordinator of Teacher Retention and Recognition works to ensure smooth functioning of the team's work. The coordinator corresponds with teachers and oversees online systems that support initiatives.	1

H. Teacher Effectiveness Strategy team

Position	Responsibilities	Importance to the Project	Qty.
Director, Teacher Effectiveness Strategy	• Manage members of the Teacher Effectiveness Strategy Team, the Teacher Retention and Recognition Team, and the Teacher Recruitment and Selection Team. • Establish an agenda for teacher effectiveness priorities and champion initiatives that help meet the teacher human capital goals for DCPS.	The Director oversees the Teacher Effectiveness Strategy Team, Teacher Retention and Recognition Team, and the Teacher Recruitment and Selection Team. The Director is charged with aligning the priorities of the three teams in order to ensure that teacher human capital goals are being met.	1

Manager, Teacher Effectiveness Strategy	• Research best practices in teacher evaluation at a national level and incorporate these practices into DCPS's performance evaluation system. • Collect feedback from stakeholders regarding the teacher performance evaluation system and continue to revise the system in order to meet teacher human capital goals and maintain educator support. • Oversee the design agenda and revision process for IMPACT, the teacher performance evaluation system. Communicate these changes to stakeholders and incorporate feedback.	The Manager of Teacher Effectiveness Strategy oversees the design and revisions of IMPACT, the teacher performance evaluation system and IMPACT*plus* the performance-based compensation system. The Manager is essential to support the vision of the design process and put systems in place to ensure that all goals are met throughout the revision process. The Manager is responsible for creating opportunities for feedback so that all stakeholders are able to participate in the design and revision process.	1
Coordinator, Teacher Effectiveness Strategy	• Support design and revision process for IMPACT, the teacher performance evaluation system. • Collect and analyze data from various stakeholders and incorporate feedback into the design process. • Communicate IMPACT changes to teachers, school leaders, and central office staff.	The Coordinator of Teacher Effectiveness Strategy supports the design and revisions of IMPACT, the teacher performance evaluation system and IMPACT*plus* the performance-based compensation system. The coordinator supports a number of logistical challenges in communicating with all stakeholders, collecting feedback from educators, and liaising with internal and external parties in order to effectively design and revise IMPACT.	1

I. Principal Effectiveness Strategy team

Position	Responsibilities	Importance to Project	Quantity
Deputy Chief, Principal Effectiveness	• Set vision, goals, strategy for Principal Effectiveness team. • Manage the team to achieve short- and long-term principal effectiveness goals (recruitment, selection & on-boarding, evaluation, professional dev., compensation). • Oversee team needs & allocate	The Principal Effectiveness team oversees several aspects of the human capital management system at DCPS, including the School Leader IMPACT evaluation system, professional development for school leaders, and the Mary Jane Patterson Fellowship. The Deputy Chief plays a critical role	1

	resources according to team goals and priorities. • Manage partnerships that support school leadership initiatives.	in coordinating and directing this work.	
Director, Strategic Initiatives, Principal Effectiveness	• Manage implementation of annual school leader IMPACT processes. • Manage the evaluation redesign process & collect input from key DCPS stakeholders to annually refine and improve school leader IMPACT elements, tools, processes. • Design and lead implementation of for DCPS' Aspiring Leaders' Program. • Oversee PE knowledge management efforts. • Support data collection & analysis to inform all PE focus areas.	The Director of Strategic Initiatives takes the lead on new and revised projects within the Principal Effectiveness team and oversees the evaluation and improvement of school leader initiatives. This role is critical to the continuous improvement of school leader IMPACT and the launch of new professional development program, including the Patterson Fellowship.	1
Coordinator, Strategic Initiatives, Principal Effectiveness	• Identify and support data & technological needs for PE team, including IMPACT database. • Coordinate collection of feedback across all PE initiatives – recruitment, selection, evaluation, compensation, recognition. • Coordinate logistics and technological needs for monthly Academy sessions. • Support principal recognition efforts, including managing the Chancellor's Principal Cabinet and annual award nominations. • Support project needs for PE team, including facilitating & synthesizing notes from meetings.	The Coordinator ensures the smooth functioning of PE team initiatives, including school leader IMPACT and professional development offerings at the monthly Leadership Academies.	1
Program Assistant, Principal	• Provide administrative support to Principal Effectiveness team • Coordinate PE team meetings	The Coordinator ensures the smooth functioning of PE team initiatives, including school leader	1

Effectiveness	and team-wide resource & supply needs, including procurement, contract and budget needs • Support & quality check PE team knowledge management.	IMPACT and professional development offerings at the monthly Leadership Academies.	

J. Office of Human Capital Leadership

Position	Responsibilities	Importance to Project	Quantity
Chief, Office of Human Capital	• Determine the district's key human capital initiatives and drive innovation and best-practice sharing both within the Office of Human Capital, among DCPS central office divisions, and across external agencies with whom DCPS collaborates. • Advise the Chancellor as a part of the senior management team driving the formulation and implementation of broad, long-term policies and strategies to meet the vision and goals of DCPS. • Manage the Director of Teacher Effectiveness Strategy, the Deputy Chief of Human Resources, the Deputy Chief of Principal Effectiveness, and the Director of IMPACT (the teacher evaluation system).	The Chief of the Office of Human Capital sets the vision and strategy to achieve the district's human capital initiatives in both the central office and at the local school level.	1
Chief of Staff, Office of Human Capital	• Manage the Office of Human Capital budget and ensure compliance with district, state, and federal budget regulations. • Liaise with employees who report to the Chief of the Office of Human Capital to ensure the department's internal communication is clear and efficient.	The Chief of Staff of the Office of Human Capital works to ensure the smooth functioning of programs and initiatives across all teams within OHC by collaborating with division leaders, facilitating the procurement of required goods and services, and communicating with other DCPS departments.	1

K. Central Office Effectiveness team

Position	Responsibilities	Importance to Project	Quantity
Deputy Chief, Central Office Effectiveness	• Set vision, goals, and strategy for Central Office Effectiveness team comprised of approximately 600 employees in DCPS's cross-functional central office. • Manage the team to achieve short- and long-term central office effectiveness goals (recruitment, selection & on-boarding, evaluation, professional dev., compensation, culture reorientation). • Oversee team needs & allocate resources according to team goals and priorities.	The Central Office Effectiveness team was newly created to ensure that the ongoing work of the Principal Effectiveness and Teacher Effectiveness Team is also available to all levels of employees in Central Office. This includes how central office staff are recruited, selected, onboarded, evaluated, developed, and how they see their work as a critical component of teaching and learning in the schools.	1
Manager, Recruitment and Selection, Central Office Effectiveness	• Manage recruitment and selection of Central Office staff to ensure that DCPS is hiring the best of the best (whether a Coordinator or Chief). • Meet with Hiring Managers about open positions to identify their needs. • Lead recruitment and selection of the Urban Education Leaders Internship Program (UELIP). • Execute all elements of UELIP to ensure it remains a solid talent pipeline from which to hire Central Office staff. • Oversee Central Office knowledge management efforts. • Manage data collection & analysis to inform all hiring decisions.	The Manager ensures that all recruitment and selection activities are consistent with the vision for Central Office recruiting and selecting and meet all metrics assigned with hiring.	1
Coordinator, Recruitment and	• Support Manager of Recruitment and Selection in identifying unique recruitment	The Coordinator ensures the smooth functioning of all Central Office Effectiveness recruitment	1

Selection, Central Office Effectiveness	approaches. • Screen resumes for all Central Office position openings and supports Manager in interacting with Hiring Managers • Provide administrative and logistical support to recruiting and selecting UELIP's and ensure a solid program experience.	and selection initiatives including UELIP.	
Coordinator, Strategic Initiatives, Central Office Effectiveness	• Provide administrative support to Central Office Effectiveness Team. • Coordinate Central Office Effectiveness Team meetings and team-wide resource & supply needs, including procurement, contract and budget needs. • Support & quality check Central Office Team knowledge management. • Identify and support data & technological needs for Central Office team. • Coordinate collection of feedback across all Central Office initiatives – recruitment, selection, evaluation, compensation, recognition, culture building. • Coordinate logistics and technological needs for Central Office All Hands meetings. • Support Central Office recognition efforts. • Support project needs for Central Office Team, including facilitating & synthesizing notes from meetings.	The Coordinator ensures the smooth functioning of all Central Office Effectiveness Team initiatives apart from recruiting and selection. These include but are not limited to: professional evaluation, professional development, compensation, and culture building.	1

L. Teacher Recruitment and Selection team

Position	Responsibilities	Importance to Project	Quantity
Director, Teacher Recruitment and Selection	• Manage the recruitment and selection of all teachers and instructional aides in DCPS, including those entering the District through partner organizations. • Run a comprehensive marketing campaign to attract high-performing teachers to the District. • Oversee the process by which candidates are screened and selected for positions in the District. • Gather and analyze data for internal and external reporting. • Work with school leaders and multiple departments within DCPS to ensure that vacancies are filled with effective teachers who are a good fit for the school's needs. • Supervise Managers, conducting twice-yearly formal evaluations of Coordinators and Assistants.	A Director of Teacher Recruitment and Selection is essential to the program in order to ensure that the District attracts top talent who will be effective teachers, particularly in the District's lowest performing schools. The Director is responsible for leading the design and execution of an aggressive, innovative, national strategy for attracting outstanding teachers to DCPS.	1
Manager, Teacher Recruitment and Selection	• Directly manage a team of at least one Coordinator and one Assistant in the implementation of recruitment and selection initiatives. • Ensure that candidate outreach, online applications, demonstration lessons, and interview events are executed seamlessly and efficiently. • Support the Director of Teacher Recruitment and Selection in designing and executing a	Managers are essential to the recruitment and selection team because they provide training and leadership in specialized areas including selection, communications, campus-based recruitment, and headhunting. They are responsible for ensuring that all coordinators and assistants execute projects successfully to meet recruitment and selection goals.	4

	multi-faceted recruitment campaign and refined selection model. • Conduct twice-yearly formal evaluations of Coordinators and Assistants.		
Coordinator, Teacher Recruitment and Selection	• Implement the process of screening applicants for teaching and instructional aide positions. • Facilitate interview events, including managing part-time Selectors and Ambassadors • Compiling and analyzing selection and recruitment data by subject area, grade level, and school. • Schedule and attend campus and community-based hiring fairs, establishing and expanding recruitment partnerships. • Regularly draft and publish marketing material including website content, social media, print ads, and compelling e-mails.	Coordinators are essential to teacher recruitment and selection because they ensure smooth day-to-day operations including conducting candidate outreach, facilitating interview events and demonstrations lessons, representing DCPS at hiring fairs, and building relationships with school leaders and school-based hiring teams.	4
Program Assistant, Teacher Recruitment and Selection	• Manage logistics for all recruitment and selection tasks, including phone screens, interview events, demonstration lessons, career fairs, and campus visits. • Serve as primary point of contact for all candidates and schools, responding to questions about the recruitment and selection process. • Assist with screening candidate applications and conducting phone interviews. • Collect, organize, and track recruitment and selection data,	Program Assistants are necessary to provide logistical support for all ongoing recruitment and selection operations. Program Assistants also serve as a point of contact for applicants, school leaders, and central office staff. Program Assistants organize logistics and materials for selection events and career fairs, as well as fielding questions from all stakeholders.	4

	as well as responding to basic data requests from school leaders and central office staff.		

M. Principal Recruitment and Selection team

Position	Responsibilities	Importance to Project	Quantity
Director, Recruitment and Selection, Principal Effectiveness	• Leads the design and implementation of an aggressive, innovative, and targeted strategic plan for recruiting outstanding principals and assistant principals to join DCPS. • Ensures the seamless, efficient execution and continuous improvement of the principal and assistant principal selection processes in order to select approximately 50 outstanding school leader candidates from approximately 1,000 applicants. • Manages a team of 4-5 full-time staff members, in addition to approximately 50 DCPS principals, assistant principals, and central office leaders, who support various aspects of the selection process. • Collaborates with the Chief of Schools and the Instructional Superintendents to understand targeted recruitment needs and, facilitates community panels for final selection. • Analyzes relevant data; tracks progress; and intervenes as necessary to ensure success.	The Director of Recruitment and Selection oversees the process of attracting and choosing great principals, based on the Leadership Framework laid out by DCPS. This role is crucial to ensuring that the first step in the human capital process is aligned to DCPS's long-term vision and goals.	1
Manager, Recruitment and Selection, Principal Effectiveness	• Coordinate recruitment events and selection process. • Identify key school leader recruitment needs. • Refine school leader selection competencies and selection materials.	The Managers of Recruitment and Selection help to ensure that the selection process for principals is rigorous and that candidates are high quality. This step is crucial to ensuring the overall quality of talent in DCPS school leadership,	2

	• Identify DCPS senior leaders, principals, APs, and others to serve as interviewers in the selection process. • Implement interviewer training. • Participate in the selection process.	the critical first step in our human capital management process.	
Coordinator, Recruitment and Selection, Principal Effectiveness	• Coordinate recruitment events and selection process. • Help to refine school leader selection competencies and selection materials. • Communicate with DCPS senior leaders, principals, APs, and others who serve as interviewers in the selection process. • Implement interviewer training. • Participate in the selection process as needed.	The Coordinators of Recruitment and Selection ensure the smooth functioning of the Recruitment and Selection process, the critical first step in our human capital management process.	2
Assistant, Recruitment and Selection, Principal Effectiveness	• Coordinate recruitment events and selection process. • Communicate with DCPS senior leaders, principals, APs, and others who serve as interviewers in the selection process. • Support interviewer training. • Participate in the selection process, as needed.	The Assistant of Recruitment and Selection ensures the smooth functioning of the Recruitment and Selection process, the critical first step in our human capital management process.	1

N. Principal Leadership Development team

Position	Responsibilities	Importance to Project	Quantity
Director, Leadership Development, Principal Effectiveness	• Assess development needs using School Leader IMPACT data and design courses and/or learning opportunities to meet school leaders' needs. • Designs and implements year-long supports for new principals, starting with induction and orientation in the	The Director of Leadership Development oversees the PE team's efforts to develop, improve, and retain excellent school leaders, including through the Patterson Fellowship.	1

	summer. • Leads development of overall learning scope and sequence for DCPS Leadership Academies (LAs). • Collaborates with the Chief of Schools and the Instructional Superintendents to design and implement leadership courses and learning opportunities for principals and assistant principals. • Partners with Instructional Superintendents to coach and support new and/or struggling principals, through a targeted individual development plan aligned to the DCPS Leadership Framework. • Manages a team of four people who design and implement professional learning opportunities for school leaders; and holds them accountable for responsibilities and deadlines.		
Manager, Leadership Development, Principal Effectiveness	• Support design and implementation of learning opportunities for DCPS principals and assistant principals, including the course of study for all new principals (i.e., Academy sessions, networks, targeted training sessions based on need). • Re-design DCPS' online "Principal Portal" to include professional development resources for all school leaders, including a section explicitly for new principals.	The Manager of Leadership Development ensures the smooth functioning of the PE team's efforts to develop, improve, and retain excellent school leaders, including the Patterson Fellowship.	2
Coordinator, Leadership Development, Principal	• Support design and implementation of learning opportunities for DCPS principals and assistant	The Coordinator of Leadership Development supports the smooth functioning of the PE team's efforts to develop, improve, and	2

Effectiveness	principals, including the course of study for all new principals (i.e., Academy sessions, networks, targeted training sessions based on need). • Collect and synthesize feedback data from professional development sessions.	retain excellent school leaders, including the Patterson Fellowship.	
Assistant, Leadership Development, Principal Effectiveness	• Support design and implementation of learning opportunities for DCPS principals and assistant principals, including the course of study for all new principals (i.e., Academy sessions, networks, targeted training sessions based on need). • Coordinate and support logistics for all leadership development efforts.	The Assistant for Leadership Development supports the smooth functioning of the PE team's efforts to develop, improve, and retain excellent school leaders, including through the Patterson Fellowship through implementation and logistical support.	1

2. **Fringe Benefits**

Our fringe benefits rate is scheduled to gradually increase from its current rate of 17.2% in FY13 to a rate of 18% in FY17, as reflected in the calculations below.

	FY13	FY14	FY15	FY16	FY17	Total
Personnel Total	$8,560,945	$8,211,052	$9,876,054	$17,472,285	$28,019,008	$72,139,345
Fringe Benefits rate	17.2%	17.4%	17.6%	17.8%	18.0%	
Fringe Benefits total	$1,472,483	$1,428,723	$1,738,186	$3,110,067	$5,043,421	$12,792,879

3. **Travel**

$64,500 is budgeted each year for the five years for master educator travel reimbursements, as required by the contract between DCPS and the Council of School Officers, the union that represents administrators and master educators in DCPS. For FY13 and FY14, this funding is

provided by Race to the Top; for the remaining three years, it will be absorbed locally.

4. Equipment

None.

5. Supplies

Basic office supplies: $20,000 per year for each of the five years of the grant period.

6. Contractual

Non-TIF contractual costs are described in the table below. As mentioned at the top of this document, for the three lines marked "RTTT", these costs will be funded by RTTT in FY13 and FY14 and then by local funds thereafter. The top two items are described in more detail below, since these are the only two whose costs vary over the five years of the grant period.

Contractual Costs	Funding Source	FY13	FY14	FY15	FY16	FY17	Total
Leadership development contracts	Local	-	-	-	$382,500	$945,000	$1,327,500
EML	Local	$500,000	$500,000	$750,000	$750,000	$1,000,000	$3,500,000
IMPACT Guidebook Publication	RTTT	$35,000	$35,000	$35,000	$35,000	$35,000	$175,000
Design and printing of IMPACT reports	RTTT	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
ME Program Training and Support Materials	RTTT	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
IMPACT 2011-12 Public Report Publication	Local	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
IMPACT Platform Technical Support	Local	$160,000	$160,000	$160,000	$160,000	$160,000	$800,000
LIFT Guidebook	Local	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
LIFT Events	Local	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Total Contractual		$780,000	$780,000	$1,030,000	$1,412,500	$2,225,000	$6,227,500

A. Leadership development contracts

Leadership Development	FY13	FY14	FY15	FY16	FY17	Total
Number of teachers		80	140	170	210	600
Leadership development total		$720,000	$1,260,000	$1,530,000	$1,890,000	$5,400,000
Percent funded by TIF	(b)(4)					
Program customization percentage	8%	8%	4%	2%	-	-
Program customization costs	$57,600	$100,800	$61,200	$37,800	-	$257,400
Start-up costs	$350,000	-	-	-	-	$350,000
TIF cost	$407,600	$820,800	$1,321,200	$1,185,300	$945,000	$4,679,900
Funded locally	-	-	-	$382,500	$945,000	$1,327,500

B. Executive Masters in Leadership for principals

	FY13	FY14	FY15	FY16	FY17	Total
Total cost	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$5,000,000
TIF funding	$500,000	$500,000	$250,000	$250,000	$-	$1,500,000
Non-TIF funding	$500,000	$500,000	$750,000	$750,000	$1,000,000	$3,500,000

In selecting contractors, we have and will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7. Construction

N/A

8. Other

A. Teacher bonuses

	FY13	FY14	FY15	FY16	FY17
High Needs Bonuses	$4,465,212	$5,228,334	$6,339,624	$7,420,722	$8,444,568
Non-High Needs Bonuses	$497,988	$533,466	$542,376	$570,078	$605,232
Total Bonuses	$4,963,200	$5,761,800	$6,882,000	$7,990,800	$9,049,800
Percent funded by TIF	(b)(4)				
TIF Cost	$4,465,212	$3,659,834	$2,535,850	$1,484,144	$844,457
Funded locally	$497,988	$2,101,966	$4,346,150	$6,506,656	$8,205,343

B. Principal and Assistant Principal base salary increases

	FY13	FY14	FY15	FY16	FY17
# Principals	10	12	15	18	20
# Principals (lowest 40)	5	7	8	9	10
# APs	10	12	15	18	20
# APs (lowest 40)	5	7	8	9	10
Principal bonus size	$15,000	$15,000	$15,000	$15,000	$15,000
Principal bonus size (lowest 40)	$25,000	$25,000	$25,000	$25,000	$25,000
AP bonus size	$10,000	$10,000	$10,000	$10,000	$10,000
AP bonus size (lowest 40)	$15,000	$15,000	$15,000	$15,000	$15,000
Percent funded by TIF	(b)(4)				
TIF cost	$450,000	$580,000	$695,000	$540,000	$300,000
Funded locally	$-	$-	$-	$270,000	$600,000

9. Total Direct Costs

	FY13	FY14	FY15	FY16	FY17	Total
Total Direct Costs	$11,395,916	$12,606,241	$17,074,890	$28,856,008	$44,177,273	$114,110,327

10. Indirect Cost Rates

The indirect cost rate approved for DCPS is 8.24%.

11. Training Stipends

N/A

12. Total Costs

	FY13	FY14	FY15	FY16	FY17	Total
Total Costs	$12,334,939	$13,644,995	$18,481,861	$31,233,743	$47,817,480	$123,513,018

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: District of Columbia Public Schools

Applicant's DUNS Name: 1220951020000

Federal Program: Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):

CFDA Number: 84.374

1. Has the applicant ever received a grant or contract from the Federal government?

   ☒ **Yes** ☐ **No**

2. Is the applicant a faith-based organization?

   ☐ **Yes** ☒ **No**

3. Is the applicant a secular organization?

   ☒ **Yes** ☐ **No**

4. Does the applicant have 501(c)(3) status?

   ☐ **Yes** ☒ **No**

5. Is the applicant a local affiliate of a national organization?

   ☐ **Yes** ☒ **No**

6. How many full-time equivalent employees does the applicant have? (Check only one box).

   ☐ **3 or Fewer** ☐ **15-50**

   ☐ **4-5** ☐ **51-100**

   ☐ **6-14** ☒ **over 100**

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ **Less Than $150,000**

   ☐ **$150,000 - $299,999**

   ☐ **$300,000 - $499,999**

   ☐ **$500,000 - $999,999**

   ☐ **$1,000,000 - $4,999,999**

   ☒ **$5,000,000 or more**

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0014.** The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

District of Columbia Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,984,364.00	6,491,134.00	9,427,036.00	6,808,735.00	3,803,589.00	28,514,858.00
2. Fringe Benefits	341,311.00	1,129,457.00	1,659,158.00	1,211,955.00	684,646.00	5,026,527.00
3. Travel	5,020.00	5,020.00	5,020.00	5,020.00	5,020.00	25,100.00
4. Equipment						
5. Supplies						
6. Contractual	1,372,884.00	2,058,319.00	2,367,472.00	2,211,172.00	1,470,292.00	9,480,139.00
7. Construction						
8. Other	4,915,212.00	4,239,834.00	3,230,850.00	2,024,144.00	1,144,457.00	15,554,497.00
9. Total Direct Costs (lines 1-8)	8,618,791.00	13,923,764.00	16,689,536.00	12,261,026.00	7,108,004.00	58,601,121.00
10. Indirect Costs*	710,188.00	1,147,318.00	1,375,218.00	1,010,309.00	585,700.00	4,828,733.00
11. Training Stipends						
12. Total Costs (lines 9-11)	9,328,979.00	15,071,082.00	18,064,754.00	13,271,335.00	7,693,704.00	63,429,854.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2009 To: 09/30/2012 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 8.24 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
District of Columbia Public Schools		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)