

IMPACT Annual Reference Guide

CYCLE
DATES &
SUPPORTS



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2023
2024

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PUTTING GROWTH FIRST

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

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success. IMPACT supports professional growth by:

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

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

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

— *Teacher, Eastern Senior High School*

COMPREHENSIVE IMPACT GROUP LIST

IMPACT outlines clear performance expectations for all school-based employees. IMPACT groups are listed in the table below and on the next page. Additional details, including relevant metrics for each group, may be found in 2023–24 group-specific IMPACT Guidebooks on the DCPS website.

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

SCHOOL-BASED STAFF (GROUPS 8–20)

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

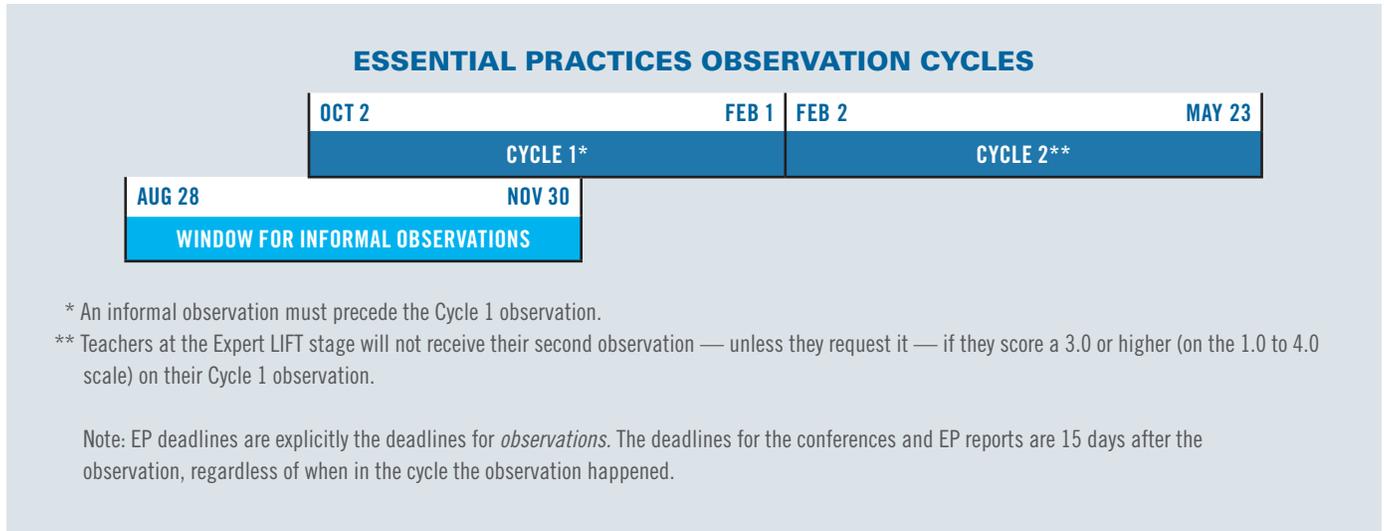


IMPACT GROUPS 1–7 (TEACHERS)

DCPS Essential Practices Observation Cycle Dates

FORMAL OBSERVATION SCHEDULE (ALL LIFT STAGES)

There are two formal Essential Practices observation cycles. Observations will be conducted by an administrator.†



LIFT: LEADERSHIP INITIATIVE FOR TEACHERS

LIFT is a five-stage career ladder that provides high-performing teachers with opportunities for advancement inside the classroom, as well as additional responsibility and increased recognition and compensation. At its core, LIFT is about honoring teachers as professionals and making DCPS a place where teachers at any point in their careers can continue to learn and grow in an environment where they are respected and appreciated. To learn more, reference the LIFT Guidebook, accessible at <https://dcps.dc.gov/publication/2023-24-lift-guidebook>.



† Teachers will not be formally observed on the following days: 12/21, 1/3, 4/12, and 4/22. Teachers shared across schools will receive the number of indicated observations at each school.

IMPACT GROUPS 1–7 (TEACHERS)

Other Cycle Dates

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

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

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

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

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

| IMPACT MEASURES | CYCLE 1 END DATE | CYCLE 2 END DATE | GROUP(S) |
|---|------------------|------------------|----------|
| ABA — Applied Behavior Analysis for CES Programs | JAN 19 | JUNE 6 | 3a, 3c |
| ELT — Eligibility Timeliness* | N/A | N/A | 3–3f |
| IEPT — Individualized Education Program Timeliness* | N/A | N/A | 3–3f |

*These measures are calculated annually at the end of the school year.

IMPACT GROUPS 8–20

Cycle Dates

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

Non-teachers are assessed on their primary performance rubric in Cycle 1 by **JANUARY 19** and in Cycle 2 by **JUNE 6**.[†] The measures below are assessed by the following IMPACT Cycle dates:

| IMPACT MEASURES | CYCLE 1 END DATE | CYCLE 2 END DATE | GROUP(S) |
|--------------------------------------|------------------|------------------|--------------|
| CSC — Commitment to School Community | JAN 19 | JUNE 6 | 8–11a, 13–19 |
| CP — Core Professionalism | JAN 19 | JUNE 6 | 8–20 |

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

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

| IMPACT MEASURES | CYCLE 1 END DATE | CYCLE 2 END DATE | GROUP(S) |
|--|------------------|------------------|----------|
| PSY-CO — School-Based Psychologist Standards | JAN 19 | JUNE 6* | 11a |
| SW-CO — School-Based Social Worker Standards | JAN 19 | JUNE 6* | 11 |
| RSP — Related Service Provider Standards | JAN 19 | JUNE 6* | 12, 12a |
| AT — Assessment Timeliness** | N/A | N/A | 11–12a |
| IEPT — Individualized Education Program Timeliness** | N/A | N/A | 12a |
| SELT — School Eligibility Timeliness** | N/A | N/A | 13 |
| SIEPT — School Individualized Education Program Timeliness** | N/A | N/A | 13 |

*Eligible staff will not receive unless they opt in.

**These measures are calculated annually at the end of the school year.

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

SUPPORTING YOUR SUCCESS

Professional development is critical to our success as a school system. Below you will find more information about resources and learning opportunities designed to help you improve your practice.

CANVAS

Canvas (<https://dcps.instructure.com>) is an online platform that provides teachers with curricular resources across all subjects. Curricular resources are aligned with Common Core State Standards, Next Generation Science Standards, and other academic standards. These resources include scope and sequence documents, unit overviews, recommended anchor texts, suggested summative assessments, Cornerstones assignments, and many other resources. Teachers may access these resources and sign up for relevant events and announcements by visiting <https://dcps.instructure.com> and logging in using their DCPS email address (first.last@k12.dc.gov) and e-mail password. Should they have questions, teachers may contact canvas@k12.dc.gov.

LEAP

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



ESSENTIAL PRACTICES VIDEO LIBRARY

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



DCPS BECOMING

Over the past decade, DCPS has been recognized as the fastest improving district in the country compared to expected academic growth. At the same time, DCPS still has significant disparities in opportunities and outcomes, particularly for students of color. We know these disparities are not the result of innate differences but because our systems and practices are not creating as favorable conditions for learning as possible. To reach this potential, we have grounded in the latest science of learning and development to launch DCPS Becoming as our collective journey to become a whole child-centered, antiracist school system. This long-term vision counts on each district and school staff member knowing the science of learning and development and applying this research to their own work—making visible our commitment to the actions that support our system and school-level transformation.

The Learning and Development Sciences (LDS) Division is charged with building the capacity of district and school staff, as well as integrating a whole child and antiracist lens into the district's key systems and priorities. The LDS Division will leverage the experiences of school leaders and staff to translate the research into systems, tools, and practices that unlock the potential of each and every student. To inquire about receiving support please reach out to LDS@k12.dc.gov. Additionally, a Foundations collection is featured in the EP Video Library with videos that highlight whole-child centered teaching practices that are foundational to the success of the Essential Practices.

DCPS UNION PARTNERS

Most DCPS staff members are represented by one of four valued union partners, which provide staff members with support, professional development opportunities, and collective bargaining. Should employees have questions regarding their union membership, they may contact Employee Services at dcps.benefits@k12.dc.gov. Our union partners include:

- **American Federation of State, County, and Municipal Employees (AFSCME) Local 2921:** American Federation of State, County, and Municipal Employees (AFSCME) members work in public schools throughout the nation in helping children realize their full potential. They do so by providing services critical to an effective and healthy learning environment — assisting in the classroom and providing clerical and other support to teachers, administrators, and families. AFSCME Local 2921 represents DCPS' school-based clerical staff and educational aides. For more information, please visit www.districtcouncil20.org.
- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit www.teamsters639.com.
- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit www.councilofschoolofficers.org.
- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 5,000 members in Washington, D.C., including teachers, instructional coaches, counselors, school librarians, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit www.wtulocal6.org.





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