



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of School Improvement and Supports

**WE ARE** GOVERNMENT OF THE  
WASHINGTON DISTRICT OF COLUMBIA  
**DC** MURIEL BOWSER, MAYOR

# Journey Map Interviews *Preliminary Findings*

IMPACT Review  
Summer 2021



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# Sampling Information

46 DCPS teachers participated in Journey Map interviews. The sample was drawn by research partners at American University (AU)—this helped to ensure that the journey map sample of teachers would be distinct from the sample of teachers interviewed by AU. The aim was for the sample to be random, but representative of the DCPS teaching force.

Teacher Race/Ethnicity			
Race/Ethnicity	Count of Participants	% of Participants	% of DCPS teachers (SY 19-20)
Black	20	43%	49%
White	15	33%	33%
Hispanic/Latino	9	20%	8%
Asian	2	4%	4%
Not Reported	0	0%	7%
American Indian or Alaska Native	0	0%	0.4%

Teacher Gender			
Gender	Count of Participants	% of Participants	% of DCPS teachers (SY 19-20)
Female	39	85%	75.3%
Male	7	15%	24.7%

# Sampling Information, continued

Teacher School Level		
School Level	Participant School Level - Count	Participant School Level - Percentage
Elementary	24	52%
Middle	10	22%
High	12	26%

Teacher School – Title I Status		
Title I Status	Participant Title I Status - Count	Participant Title I Status - Percentage
Not Title I	13	28%
Title I	33	72%

Teacher School -Ward	
Ward	Participant – Ward Count
1	7
2	1
3	9
4	9
5	4
6	3
7	7
8	6

## Sampling Information, continued

Teacher Subject		
Row Labels	Count of Participants, Teacher Subject	% of Participants, Teacher Subject
Core	18	39%
ECE	5	11%
ELL/ESL	8	17%
Inner Core	7	15%
SPED	6	13%
Other	2	4%

Teacher IMPACT rating (SY 18-19)*			
Row Labels	Count of Participants, SY 18-19 Rating	% of Participants, SY 18-19 Rating	% of all DCPS teachers (SY 18-19)
Highly Effective	14	30%	43%
Effective	20	43%	42%
Developing	3	7%	11%
Minimally Effective	0	0%	3%
Ineffective	0	0%	1%
NEW to DCPS SY 19-20	9	20%	N/A

*\*This table only reflects ratings for journey map interview participants who received a rating in SY 18-19—it does not include ratings for teachers who were “New to DCPS” during that school year. SY 18-19 was used for sampling purposes because it was most recent school year unaffected by the COVID-19 pandemic.*

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# Preliminary Findings Overview

- As the IMPACT Review is still in progress, analysis of the journey map interviews are ongoing and these findings should be considered preliminary.
- Included in this document are preliminary findings regarding the onboarding experience for new to DCPS teachers as well as preliminary findings regarding the following components: Essential Practices, TAS, CSC, SSP, and IVA.



# Preliminary Findings: IMPACT Onboarding for New to DCPS Teachers

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## Themes

- Most teachers described having a positive experience at New Educator Orientation, but very few teachers were satisfied with their overall experience onboarding to IMPACT. Most teachers thought there would be a more robust onboarding experience at their specific school where they'd receive support on an ongoing basis.
    - Quote: *"I'm sure that many people don't have the guidebook; don't know what's going on. I got mine from new teacher orientation. I don't even know if administrators are even briefed on IMPACT; if they're getting training. If I never signed up for an IMPACT session, I would have never known."*
  - About half of participants who were new to DCPS described hearing negative things about IMPACT from colleagues.
  - About half of participants who were new to DCPS said that after very beginning of the year, IMPACT was not brought up again at their school until they received an email to submit TAS goals in October.
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# Preliminary Findings: Essential Practices

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## Implementation

- Most teachers reported that they received an informal observation prior to their first formal observation, but some did not.
- Most teachers said their observations were unannounced, but some reported that their observations were announced (at least to some degree).
- Most teachers said that they learned their observation score for the first time during their debrief conference with their evaluator. Some said their evaluator sent their observation score to them ahead of the debrief conference.

## Other Themes

- Many teachers described receiving feedback in their post-observation conference that was helpful in nature, tied to the rubric, and aimed at professional growth.
    - Quote: *"I think the debrief was helpful. She broke it down by each category and gave specific feedback."*
  - Conversely, many teachers described being dissatisfied with the type of feedback they received, stating that it was not aimed at growth or areas of improvement.
    - Quote: *"I want to grow. I want feedback. Didn't get that from this experience. My school leader doesn't have background in High School or in English and she told me to go get feedback from our LEAP leader. There was no feedback from my school leader about growth, etc. Felt like she was just trying to get it done."*
  - Several teachers said they felt their observation and post-observation conference was rushed to meet a closing window deadline.
  - Some teachers described being afraid to be creative or take risks in their practice during the observation window.
    - Quote: *"When your observation window is over, you're relieved and have space to be creative again. When the window hits you're in high-strung mode until after your debrief."*
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# Preliminary Findings: TAS Themes

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## Implementation

- Most of the participating teachers said they set their own TAS goals.
- Several teachers said their administrator sets their TAS goals.
- A few teachers said they set their TAS goals with a team (grade level, subject, or instructional team).

## Other Themes

- Teachers who had a positive experience with TAS were likely to cite a supportive administrator.
    - Quote: *"I felt supported because I got good feedback from AP on areas I need to improve in to get a higher score. I felt like he told me what I needed to do."*
  - Teachers who had negative experiences with TAS were likely to describe their TAS goals as "unrealistic" or not meaningful assessments of student learning.
    - Quote: *"The weights were very heavy. SL was unwilling to change the weight. It felt stacked against us from the get go. There may be growth and there may be success, but goals were not aligned with our data. I don't know if it's like a bigger picture thing [district wide goals], but it didn't feel realistic to me."*
  - Many teachers (particularly new to DCPS teachers) said TAS was not explained well to them.
    - Quote: *"It would have been nice to really have someone explain it to me. You're thrown into a school year and it feels like scrambling to make the goals."*
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# Preliminary Themes: Commitment to the School Community (CSC)

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## Implementation – Submitting CSC Evidence

- Most teachers described submitting evidence for each CSC rubric item (usually in the form of a “binder”).
- Many teachers described submitting marked up rubrics or written summaries.
- Few described either scoring themselves on their performance for CSC or that they do not submit any evidence (their school leader determines their score without a submission from the teacher).

## Other Themes

- Many teachers described finding value in the CSC component.
    - Quote: *“CSC does actually contribute to feeling growth and value. I am so focused on classroom hard for me to take time for planning to do other things. CSC forces me to do it.”*
  - Several teachers described the timing of when they received the CSC rubric at their school as “too late.”
    - Quote: *“I think this year [our administrators] had actually forgotten about [CSC] so it was late in the time frame and we had minimal time to get it done.”*
  - Several teachers described the process of submitting evidence for CSC as too much of a burden.
    - Quote: *“Our CSC is 'bonkers insane.' You have to provide documentation for 60+ items. For evidence you have to have a narrative and have a visual. Teachers push back continuously on CSC, but it is not adjusted because too many teachers 'get fours.' Our school is one of the best in DC so I don't think it's surprising that our teachers are performing well.”*
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# Preliminary Themes: Student Surveys of Practices (SSP)

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## Implementation – Administering the Survey

- Most teachers said another teacher administered the survey to their students.
- Few teachers said they administered the survey to their students themselves.

## Other Themes

- Most teachers shared that some of the questions were confusing to students.
    - Quote: *“I think it was unfair because students may have thought that the question was more about how their classmates act, not how I address the situation.”*
  - Most teachers described student surveys as unfair or not a meaningful measurement of teacher performance.
    - Quote: *“I've looked through the data every year, but I haven't changed much based on the data...doesn't really inform my practice.”*
  - Several teachers described the feedback they received from students through the survey as valuable.
  - Conversely, several teachers said that the feedback from student surveys does not inform their practice.
  - Few teachers said that students know they can manipulate the survey (to influence a teacher's score)
    - Quote: *“Some of the students said that I better be nice to them or they'll give me a bad rating. I don't know how much this weighs into my score.”*
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# Preliminary Findings: Individual Value-Added (IVA)

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## Themes

- Several teachers described the PARCC testing period as stressful.
    - Quote: “[PARCC testing is] extremely stressing. I feel like in running against the clock. It's stressful for school leaders and students. Teachers reflect that stress back to the students.”
  - Many teachers described feeling that the IVA results come back too late, which causes stress and renders the results unhelpful for professional growth.
    - Quote: “I have anxiety about IVA. It's frustrating that it takes so long. With PARCC, I didn't appreciate or understand why I wasn't given a data break down in terms of how my students have done. That would have been helpful--especially as we're a district obsessed with data.”
  - Many teachers described feeling that they had a lack of control over their outcomes for this component.
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