



## IMPACT Review Evolutions to IMPACT – SY22-23

Stakeholder feedback is critical to informing the [IMPACT Review](#) and evolutions to IMPACT. DCPS sincerely appreciates the thousands of DCPS stakeholders who have given their time and feedback to this process. DCPS will continue to gather input and feedback regarding IMPACT from stakeholders across future years.

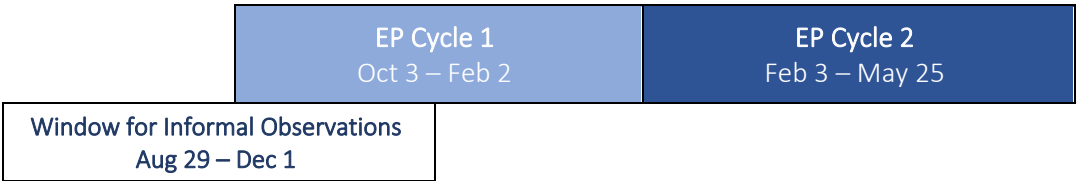
Below you can find a table that outlines the most recent set of evolutions to IMPACT (to take effect in SY 22-23) along with key stakeholder feedback that informed each evolution, and below that you will find FAQs related to those evolutions. You can find information about evolutions to IMPACT for SY21-22 at [this link](#).

IMPACT Policy Evolutions	
Evolutions to IMPACT	Notes and Related Feedback
<p><b>Essential Practices (EP) Report Writing Window</b> DCPS will require that written reports from EP observations be finalized within 15 calendar days of a teacher’s formal EP observation. This revised policy aligns with the existing 15 calendar day window for post-observation conferences.</p>	<ul style="list-style-type: none"> <li>- Teachers shared that it felt stressful and less supportive of growth when their written feedback came long after the observation and conference.</li> <li>- Many school leaders described sharing feedback in a timely manner as an implementation best practice.</li> </ul>
<p><b>Informal Observation &amp; Cycle Evolutions</b> Reduce EP observation cycles from three formal observations per year to two formal observations per year, and require an informal EP observation prior to the first formal observation. This evolution makes the pandemic EP cycle adjustment policy permanent.</p> <p><i>Related Policies:</i></p> <ul style="list-style-type: none"> <li>- Mirroring formal EP reports, <b>informal feedback must be submitted in the IMPACT database within 15 days</b> of the informal observation.</li> <li>- All informal observations must be completed <b>by December 1</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- 87% of teachers said they wanted fewer than 3 formal EP observations each year. (Insight Survey, Fall 2021)</li> <li>- 83% of teachers indicated that an informal observation supports their growth. (Insight Survey, Fall 2020)</li> <li>- This adjustment aligns with the IMPACT Review’s goals of better supporting professional growth and mitigating teacher stress.</li> <li>- Many school leaders shared that the informal observation cycle was beneficial to teacher professional development.</li> </ul>
<p><b>EP Self-Reflections</b> Building on a pilot in SY21-22, all teachers will have the option of submitting an EP self-reflection to their evaluator after their formal EP observation and prior to their post-observation conference.</p>	<ul style="list-style-type: none"> <li>- Optional self-assessments give teachers an opportunity to infuse more of their voice into the EP observation process, something for which many teacher interviewees advocated.</li> <li>- 90% of teachers who participated in the pilot and responded to the survey felt engaging in the self-reflection supported their growth.</li> <li>- A majority of school leaders who participated in the pilot and responded to the survey felt self-reflections supported</li> </ul>

	teachers in deepening their fluency with the EP rubric.
<p><b>Individual Value-Added (IVA) Weight</b> DCPS will reduce the weight of IVA from 35% to 25%.</p>	<ul style="list-style-type: none"> <li>- Makes the Essential Practices the biggest component for teachers with IVA, aligning with all other teachers.</li> <li>- Many Group 1 teachers associated IVA with feelings of stress or anxiety, specifically with respect to the final score range while IVA is calculated over the summer. This evolution reduces the size of the final score range over the summer.</li> </ul>
<p><b>IVA Score Calculation</b> DCPS will average IVA scores over 2 years.</p>	<ul style="list-style-type: none"> <li>- Aimed at reducing stress and anxiety for Group 1 teachers, this evolution further reduces the size of the final score range for teachers over the summer.</li> <li>- Further stabilizes IVA component scores.</li> </ul>
<p><b>Three-year Separation Stipulation for Teachers at Distinguished or Expert LIFT Levels</b> Any Expert or Distinguished teacher who is separated via IMPACT can reapply for a teaching position at DCPS immediately, rather than needing to wait three years.</p>	<ul style="list-style-type: none"> <li>- Although teachers at the Expert and Distinguished LIFT levels are almost never separated via IMPACT (only 7 over the last 8 years, or &lt;0.1%), many teachers at the Distinguished and Expert LIFT levels described feeling stress or anxiety related to the possibility of separation due to IMPACT. (Insight Survey, Fall 2020)</li> </ul>
<b>Other IMPACT Evolutions: Training &amp; Supports</b>	
<b>Evolutions to IMPACT</b>	<b>Notes and Related Feedback</b>
<p><b>DCPS Becoming Alignment</b> DCPS has taken steps to better align IMPACT with whole child and antiracist pedagogy and practices. We will continue to review and update rubrics as DCPS Becoming is implemented in the coming school year(s). Examples for SY22-23:</p> <ul style="list-style-type: none"> <li>- <b>Commitment to School Community (CSC):</b> DCPS will support school leaders in updating school-specific CSC rubrics to include more whole child and antiracist practices.</li> <li>- <b>Essential Practices:</b> DCPS will share guidance later this summer that outlines connections to whole child and antiracist pedagogy within the EP rubric and calls out additional related examples.</li> </ul>	<ul style="list-style-type: none"> <li>- These updated rubrics and guidance materials are designed to explain connections and support teachers as DCPS Becoming continues to be implemented across the district in the coming school year(s).</li> </ul>
<p><b>Anti-bias Training &amp; Supports</b></p> <ul style="list-style-type: none"> <li>- DCPS has worked with the National Training Institute on Race and Equity (NTIRE) over the</li> </ul>	<ul style="list-style-type: none"> <li>- These efforts were informed by DCPS IMPACT Review analysis that found disparate outcomes between white teachers and teachers of color. The full</li> </ul>

<p>course of this school year to offer a series of anti-bias trainings for DCPS school leaders.</p> <ul style="list-style-type: none"> <li>- DCPS' Equity team has reviewed school-specific CSC rubrics to flag language that may unintentionally promote biased evaluation. Relevant guidance has been added to the CSC guidance materials for school leaders.</li> </ul>	<p>analysis can be found in the <a href="#">Equity Review memo</a>.</p> <ul style="list-style-type: none"> <li>- DCPS will continue to work to disrupt and address the effects of bias in the evaluation system.</li> </ul>
<p><b>Knowing Your IMPACT On-Demand Webinar Series</b>  IMPACT has developed a suite of short, accessible <a href="#">webinars</a> aimed at helping teachers understand IMPACT and the individual components within each teacher's IMPACT pie. This webinar series was announced in August 2021 and then developed and rolled out over the last year.</p>	<ul style="list-style-type: none"> <li>- Many teachers felt that they don't fully understand IMPACT and all the individual components that contribute to their final score.</li> <li>- In particular, many teachers said they'd like the onboarding process--where orientation to IMPACT is frontloaded in the beginning of the year--to be more comprehensive.</li> </ul>
<p><b>Updated EP Suggestion Banks</b>  In collaboration with the Office of Teaching and Learning, the IMPACT team created a suite of content-specific suggestions banks. The suggestions banks include EP-aligned strategies with linked resources to support implementation. School leaders can include these suggestions in feedback shared with teachers to support them in improving their practice. These resources are also directly available to teachers in <a href="#">Canvas</a>.</p>	<ul style="list-style-type: none"> <li>- Some teachers expressed a desire for feedback that is more content-specific.</li> <li>- School leaders noted that the existing suggestion bank content was helpful, and that more content-specific suggestion banks would be beneficial.</li> </ul>
<p><b>Improved EP Supports and Resources</b>  Throughout SY22-23, IMPACT will offer additional supports for teachers in improving their practice through the lens of the Essential Practices, including</p> <ul style="list-style-type: none"> <li>• optional synchronous and asynchronous professional development sessions on the EPs,</li> <li>• expansion of the EP Video Library,</li> <li>• resources to support reflection and planning paired with content from the EP Video Library.</li> </ul>	<ul style="list-style-type: none"> <li>- These supports are aimed at supporting IMPACT's goal of better supporting professional growth, and teachers' desire to better understand IMPACT.</li> </ul>

**Updated EP Observation Timeline**



# Running List of FAQs for Evolutions

## 1. Informal EP Observations

### How long will the informal observation be?

Informal observations will be at least 15 minutes in length and can extend to the full class time.

### When will teachers receive their informal observation?

Teachers will receive informal observations between August 29 and December 1. A teacher's informal observations will predate their first formal EP observation.

### Will teachers receive a score with their informal observation?

Informal observations are not formally scored.

### Will teachers receive a conference with their informal observation?

There is no requirement that a conference take place post informal observation, but teachers or evaluators may choose to initiate a conference to discuss the informal observation.

### When will teachers receive the report for their informal observation?

Evaluators will submit feedback to the database within 15 calendar days of the informal observation. If your informal observation feedback was finalized after the 15<sup>th</sup> day of the observation, you can reach out to the IMPACT team at [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov) in order to resolve the situation.

### How many informal observations will teachers receive?

Teachers are required to receive one informal EP observation, but evaluators may choose to conduct additional informal observations outside of the IMPACT requirement.

## 2. EP Report Writing

### What if a teacher's EP report was finalized after the 15th day from their observation?

If your EP report was finalized after the 15<sup>th</sup> day of the observation, you can reach out to the IMPACT team at [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov) in order to resolve the situation.

### When do the 15 days to write the report begin?

The 15 days to write the report begins the day after the observation.

## 3. EP Self-Reflections

### Why is DCPS integrating self-reflections into IMPACT?

Throughout the IMPACT review, the integration of a self-reflection into the EP observation process has been recommended by both school leaders and teachers. More information about why DCPS is integrating this opportunity into the EP process moving forward is available in the [Optional EP Self-Reflection Overview for DCPS Educators](#).

### Will self-reflections be required?

No, submitting a self-reflection after a formal EP observation is optional.

### How will self-reflections affect a teacher’s EP score?

The purpose of the optional self-reflection is to provide teachers with an opportunity to share information to inform their post-observation feedback conversation as well as to begin to identify areas of focus for that conversation. The purpose is not to come up with scores and teachers will not be asked to provide scores on the self-reflection form.

EP observation scores will continue to be based on the teacher actions and student outcomes observed during the learning experience. Evaluators complete extensive training on scoring and will continue to determine scores after the observation based on the evidence they gather during the observation. Many teachers will continue to receive an EP report from their evaluator, written independently of the teacher’s self-reflection, before the post-observation debrief conversation.

### How much time will teachers have to complete a self-reflection if they choose to submit one?

Teachers will have at least 24 hours following a formal EP observation to submit a self-reflection.

## 4. Individual Value-Added (IVA)

### Will teachers get an IVA score this year?

Beginning in SY22-23, to receive a final IVA component score, teachers will need to have two IVA scores; one for the current year and one for a prior year. An average of both scores will comprise their final IVA component score. As SY22-23 will be the first year of IVA under this new policy, Group 1 teachers’ IVA weight for this year will be 0%. In SY23-24, IVA will be weighted at 25% for Group 1 teachers. That year, teachers’ prior year IVA score (SY22-23) will be averaged with that year’s (current) IVA score to comprise teachers’ final component IVA scores.

### Where will the weight from IVA go?

If IVA is not included as a component in your final evaluation, its 25% weight will shift to your Essential Practices (EP) component.

### Do the two years of IVA score data have to be consecutive?

You must have two years of IVA data (a current year and a prior year IVA score) in order to have IVA included as a component in your final rating. The two years of IVA scores do not have to be consecutive. A teacher may have a single “gap year” (for example, they were not employed by DCPS or did not receive an IVA score) between scores, and still receive a final IVA component score.

For example, consider a 4<sup>th</sup> grade math teacher who receives a score in year one, moves to 3<sup>rd</sup> grade math in year two and does not receive an IVA score, and then returns to teach 4<sup>th</sup> grade math in year three and receives an IVA score. In this example, the current year IVA score is the score from year three and the prior year IVA score is the score from year one. At the close of year three, that teacher would have a final IVA component score incorporated in their IMPACT final rating that will be the average of the scores from their current year (year three) and their prior year (year one).

The gap year policy can only stretch across one year, and the teacher must have a current year IVA score in order to have an IVA component score. See the following table below for examples:

Score in Year...	Teacher A	Teacher B	Teacher C	Teacher D
Current Year	3.9	3.4	3.3	NA
Last Year	3.7	NA	NA	2.7
2 Years Ago	3.5	3.2	NA	3.2
3 Years Ago	3.1	3.6	NA	2.8
Two-Year Average	<b>3.8</b>	<b>3.3</b>	<b>NA</b>	<b>NA</b>

### **Will a teacher's receipt of an IVA score affect their IMPACT*plus* bonus?**

Yes, in order to be eligible for the IVA add-on as part of IMPACT*plus* (\$5,000 at high-poverty schools and \$1,000 at low-poverty schools) teachers must have a final IVA component score included in their final rating calculation for that year.

To receive a final IVA component score, teachers will need to have two IVA scores; one for the current year and one for a prior year. An average of both scores will comprise their final IVA component score. As SY22-23 will be the first year of IVA under this new policy, Group 1 teachers' IVA weight for this year will be 0%, meaning they would not be eligible for the IVA add-on in SY22-23.

In SY23-24, IVA will be weighted at 25% for Group 1 teachers. That year, the prior year IVA score (SY22-23) will be averaged with that year's (current) IVA score to comprise teachers' final IVA component scores. Teachers with final IVA component scores in SY23-24 will be eligible for the IVA add-on that year.

## **5. Alignment with DCPS Becoming**

### **What is DCPS Becoming?**

Grounded in science and powered by lived experiences, the district's approach is a long-term vision that counts on each district and school staff member knowing the science of learning and development and applying this research and a racial equity lens to their own work.

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.

### **Will teachers have opportunities to learn more about antiracist and whole-child pedagogy in SY22-23?**

DCPS staff will have the opportunity to engage in ongoing professional development each school year to continue our development as a whole-child, antiracist school district. Building on the more than 200 educators who joined the Whole Child Teacher Academy and Anti-Racist Educator University in SY2021-22, in 2022-23 the Learning and Development Sciences and Equity Strategy and Programming teams will be continuing the Anti-Racist Educator University (ARE-U), and each school will have the opportunity to have a Whole Child Lead participate in a learning network and share learnings with their school. Grounded in science and powered by lived experiences, the district's approach is a long-term vision that counts on each district and school staff member knowing the science of learning and development and applying this research and a racial equity lens to their own work to ensure equitable outcomes for all students.

### **Why is DCPS sharing EP guidance this year?**

This past year, the IMPACT team, in partnership with other Central Office teams and external partners, analyzed IMPACT rubrics through a whole-child and antiracist lens with the aim of improving alignment with DCPS Becoming. In reviewing the EP rubric, we identified connections across all 5 EPs to whole-child and antiracist best practices, including the foundational importance of building relationships with students and cultivating a safe and welcoming environment (EP1) and ensuring students have access to rigorous content (EP2). Throughout the IMPACT review we also gathered feedback about IMPACT rubrics from DCPS educators and though feedback was varied, a consistent theme was that DCPS educators felt positively about the Essential Practices rubric.

Therefore, in recognition of a desire for stability after another demanding year for school-based staff, and an acknowledgement of the benefits of continuing to utilize a rubric that champions whole-child practices and is

one that stakeholders feel positively about, are familiar with, and feel focuses on the most essential elements of effective instruction, the decision was made to focus efforts on creating a guidance resource to support deeper understanding of how whole-child and antiracist practices already live within the EP rubric and to provide additional specific examples of teacher practices that align with the EPs and reflect a whole-child, antiracist approach. Many of the new examples included through the guidance are sourced from DCPS teachers who invited us into their classrooms to observe the ways in which they integrate elements of whole-child and antiracist pedagogy into their practice.

In the coming school year(s), we will continue to explore potential changes to the EP rubric if stakeholders share that such changes will lead to stronger alignment with DCPS Becoming.

## 6. IMPACT Supports

### **When will the Knowing Your IMPACT on-demand webinars for various IMPACT components be available?**

Now available on Canvas, IMPACT has developed a suite of short, accessible [webinars](#) aimed at helping teachers understand IMPACT and its individual components.

If you have questions about the IMPACT Review, please reference this [FAQ document](#).